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ABSTRACT

This three-part report presents the recommendations of the California Postsecondary Education Commission on a proposal to grant official educational status to the Academy of Entertainment and Technology, a digital media training center operated by the Santa Monica Community College District (SMCCD). Part 1 provides the Commission's conclusions and recommendations, indicating that based on Commission guidelines the Academy should be granted official status. Part 2 offers background information on the proposal, including discussions of statutory requirements for new educational campuses; the origins and unique nature of the proposal, indicating that it resulted more from efforts to meet the training needs of the burgeoning digital media industry in Los Angeles than efforts to increase educational access; the physical layout of the facility; and procedures for reviewing proposals. Part 3 provides an analysis of the proposal, including an overview of the commission's findings related to the following criteria: sufficient enrollment projections, a consideration of programmatic and geographic alternatives, adequate plans to serve disadvantaged students and ensure access, sound academic planning, projected budgets, analyses of the environmental and social impacts, the likely effects on other educational institutions, and economic efficiency. Detailed guidelines for review of proposed educational institutions, a list of advisory board members, a tentative curriculum, and letters of support are appended. (HAA)

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ED 409 069

A REVIEW OF THE PROPOSED ACADEMY OF ENTERTAINMENT AND TECHNOLOGY

-- An Educational Center of the Santa Monica Community College District

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

JC 970 386

JUNE 199- COMMISSION REPORT 97-

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Summary

In carrying out its responsibility as the State's planning and coordination agency for higher education, the California Postsecondary Education Commission is charged by Sections 66903(5) and 66904 of the Education Code to evaluate proposals concerning the need for, and location of, new institutions, branches, or educational centers of public higher education. The Commission is further required to provide the substance of its analyses of these proposals to the Governor and the Legislature in the form of recommendations for approval or disapproval.

This report contains the Commission's analysis and recommendations concerning a request by both the Board of Governors of the California Community Colleges and the Santa Monica Community College District to confer official educational center status on the Academy for Entertainment and Technology in central Santa Monica. The Commission's recommendation for approval of the center -- for which the district has already purchased the building -- will permit the facility to qualify for State capital outlay funding.

The Commission's conclusions include the following:

1. The Academy's enrollment projection, which is based entirely on labor market demand, is sufficient to justify the center's existence;

2. Prior to selection of the present site, the district diligently pursued various alternatives;

3. The district has created an academic plan for the proposed center; and

4. There is virtually no possibility of conflict with neighboring institutions.

Based on the recommendation of its Educational Policy and Programs Committee, the Commission approved this report at its regular meeting on June 9, 1997. Questions about the substance of the report may be directed to William L. Storey at (916) 322-8018, or through E-mail at bstorey@cpec.ca.gov. Copies of this report are available from the Commission at 1303 J Street, Suite 500; Sacramento, CA 95814-2938; or by telephone (916) 445-7933.

A REVIEW OF THE PROPOSED ACADEMY OF ENTERTAINMENT AND TECHNOLOGY -- AN EDUCATIONAL CENTER OF THE SANTA MONICA COMMUNITY COLLEGE DISTRICT

A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Fifth Floor • Sacramento, California 95814-2938

POSTSECONDARY EDUCATION COMMISSION
CALIFORNIA

COMMISSION REPORT 97-4
PUBLISHED JUNE 1997

Contributing Staff: William L. Storey

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Contents

Page	Section
1	ONE Conclusions and Recommendations
2	Conclusions
3	Recommendations
5	TWO Background to the Proposal
5	Statutory Requirements
5	Origins of the Proposal
7	Uniqueness of this Proposal
8	Physical Description and Location of the Facility
10	Review by the Board of Governors
10	Contents of the Analysis
13	THREE Analysis of the Proposal
13	Overview of the Commission's Review Guidelines
14	Review Criterion Summary
14	Criterion 1: Enrollment Projections
20	Criterion 2 and 6: Consideration of Programmatic and Geographic Alternatives
22	Criterion 3 and 7: Educational Equity and Access Issues
23	Criterion 4: Academic Planning
25	Criterion 5: Funding Issues
25	Criterion 8: Environmental and Social Impact
25	Criterion 9: Effects on Other Institutions
27	Criterion 10: Economic Efficiency
A1	Appendices

Appendices

A1 A: Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers

B1 B: Membership of the President's Advisory Board, Academy of Entertainment and Technology, Santa Monica Community College District

C1 C: Tentative Curriculum; Computer Graphics and Animation

D1 D: Letters of Support

Displays

Page *Section*

9 1. The Location of Santa Monica College and the Academy of Entertainment and Technology

11 2. Photographs of the Proposed Academy of Entertainment and Technology

12 3. Academy of Entertainment and Technology: First and Second Floor Schematic

16 4. Projected Full-Time Equivalent Student (FTES) Enrollment at the Academy of Entertainment and Technology, by Category, 1997 to 2001

17 5. Occupational Employment Projections

26 6. Projected Revenues and Expenditures for the Academy of Entertainment and Technology; Santa Monica Community College District, 1997-98 to 2001-02

1 Conclusions and Recommendations

IN THIS REPORT, the Commission considers the request by the Board of Governors of the California Community Colleges and the Santa Monica Community College District to grant official educational status to the Academy of Entertainment and Technology. The proposal has been evaluated according to the Commission's *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (CPEC, 1992b and Appendix A).

This request for approval is among the most unique the Commission has reviewed in the past several years. It originates not from enrollment growth pressures nor from the need to serve an isolated population -- the usual reasons for creating an educational center -- but from the fact that the burgeoning digital media industry in the Los Angeles area is experiencing difficulty in hiring professionals trained in such fields as computer animation, entertainment administration, and theme park operation and management. Because of these difficulties, the Santa Monica District was approached in the first place and it led to the district's purchase of a building that currently houses the Gemological Institute of America.

The facility in question contains 16 classrooms and six laboratories that are well suited to the curriculum that the district plans to introduce. That curriculum will include such subjects as computer graphics and programming, visual effects in film, graphic design, photography, computer networking, film editing, and a host of related subjects. There will also be a strong business emphasis specifically tailored to the entertainment, film, and theme park industries.

In order to be officially recognized as an educational center, the proposed operation must maintain a minimum enrollment of 500 full-time-equivalent students (FTES). When this center opens in the Fall of 1997, it will not meet that minimum standard, in part because the facility will be undergoing a major renovation to bring it into compliance with the Field Act for earthquake safety. Within two or three years, however, it is clear that the Academy will meet or exceed the minimum and it is equally clear that the only limitation on the enrollment stems from the physical constraints of the building, not the potential demand from students.

Beyond the training itself, the district has presented convincing evidence that every graduate from the Academy will have ample opportunity to obtain a well-paying career in a vibrant and growing industry. The number of available jobs can probably be measured in the tens of thousands, which suggests thatthe Academy of Entertainment and Technology may well be expanded in future years if sufficient resources can be secured to do so.

Conclusions

Based on its analysis of the Santa Monica Districts's proposal to establish the Academy of Entertainment and Technology and pursuant to its responsibilities under Section 66903[5] and 66904 of the Education Code, the Commission offers to the Governor and the Legislature the following conclusions and recommendations.

Criterion 1: Enrollment projections

The Commission's guidelines specify that an educational center must maintain an enrollment of 500 full-time-equivalent students (FTES). The Academy is projected to reach that level in 1999, its third year of operation. Accordingly, the Commission concludes that the criterion has been satisfied.

Criterion 2 and 6: Programmatic and geographic alternatives

Prior to its purchasing the Gemological Institute, the Santa Monica District considered a number of alternatives to meeting the evident need for technological workers in the entertainment industry. These options included expanding the existing campus, sharing space with other institutions, and using nontraditional modes of delivery. No alternative appeared to be viable. The Commission believes that the district has considered all reasonable alternatives and that creation of the center is the best of the available options.

Criterion 3 and 7: Educational equity and accessibility issues

The Academy should be accessible from anywhere in the vicinity through public transportation. There is also ample free parking for those who choose to drive. In addition, the district not only plans to offer a wide array of student services, it also plans to work with feeder high schools to provide opportunities for many students who fall into the "historically underrepresented" category. Also, because the Academy is located only two miles from Santa Monica College, any student service not fully available directly at the center can be easily supplemented by the college. The district's planning in this area clearly satisfies the requirements of these criteria.

Criterion 4: Academic planning

The district plans to offer four programs at the center: (1) Computer Graphics/ Computer Animation; (2) New Media/Gameworks; (3) Entertainment Industry Business; and, (4) Theme Park Operations Management. Each of these programs contains a full array of courses, although many of the courses are still in the process of development.

Through its program review responsibilities, the Commission will take a continuing interest in the programs developed at the center, several of which will probably require Commission concurrence. Accordingly, while theacademic plan is not fully developed at the present time, there is assurance from the district's administrators that they will cooperate fully with the Commission as the Academy's programs develop. Accordingly, the Commission believes that the major intent of this criterion has been satisfied.

Criterion 5: Funding issues

There are few funding issues for the Commission to consider. The district has provided a preliminary budget on both the support and capital outlay sides, as required. Beyond this, it should be noted that the building has been purchased entirely with district funds and that further renovations to comply with the Field Act will also be undertaken with district funds.

Criterion 8: Environmental and social impact	This criterion has little, if any, applicability to the Academy proposal, since it is an existing building.
Criterion 9: Effects on other institutions	Because of the specialized nature of the facility and the fact that every college in the vicinity, both public and independent, has indicated its view that no conflicts should exist, this criterion has also been satisfied.
Criterion 10: Economic efficiency	From the State's perspective, there is no capital outlay cost involved. In addition, the district plans extensive fund-raising to enhance the center. Without question, the spirit, as well as the letter, of this criterion has been satisfied.

Recommendations

1. **The Academy of Entertainment and Technology should be approved as a permanent educational center of the Santa Monica Community College District. Consequently, it should become immediately eligible for State capital outlay and support funding.**
2. **As appropriate, the district should comply fully with the program review process established by the Board of Governors and the Commission for any new programs to be offered at the Academy.**

2 Background to the Proposal

Statutory requirements

Sections 66903(2a) and 66903(5) of the Education Code provide that the California Postsecondary Education Commission "shall advise the Legislature and the Governor regarding the need for and location of new institutions and campuses of public higher education." Section 66904 expands on that general charge as follows:

> It is further the intent of the Legislature that California Community Colleges shall not receive state funds for acquisition of sites or construction of new institutions, branches, or off-campus centers unless recommended by the commission. Acquisition or construction of non-state funded community college institutions, branches, and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the commission.

Pursuant to this legislation, the Commission developed a series of guidelines and procedures for the review of new campus and off-campus center proposals in 1975 and then revised them in 1982 and 1990. These guidelines were revised most recently in August 1992 under the title of *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (CPEC: 1975, 1982, 1990b, and 1992c).

As most recently revised, these guidelines require each of the public higher education systems to develop a statewide plan every five years that identifies the need for new institutions over a 15-year period. Once the system submits that statewide plan to the Commission, the Commission requests that it submit more detailed short-term plans for campuses or centers through a "Letter of Intent to Expand." If the Commission's Executive Director reviews that letter favorably, the system is invited to submit a comprehensive proposal -- referred to as a "Needs Study" -- that is evaluated according to 10 criteria to determine its relative merit. Based on the Needs Study, the Commission recommends to the Governor and the Legislature that the new campus or educational center be approved -- creating an eligibility to compete with other districts for State capital outlay appropriations -- or be disapproved and remain ineligible.

Origins of the proposal

The Santa Monica Community College District is located in an urbanized, coastal region of Los Angeles. It occupies only 78 square miles of area -- 1.9 percent of the land area of Los Angeles County -- with a single college that sits on a constricted 40 acres; 100 acres is considered a normal site allotment for a modern full-service community college. However, even on this small site, Santa Monica College supports an enrollment of about 25,000 students, despite the fact that the 1994 Northridge Earthquake removed several buildings from service.

Santa Monica College also lies in or near one of California's most vibrant industries -- motion pictures and entertainment -- as well as near numerous high technology companies that provide many of the modern special effects that make that industry's products popular -- movies, videos, animation, music recordings, game software, theme parks. Yet in spite of its popularity, there are many voices within the entertainment field who have complained loudly about their inability to hire employees with technical skills in graphic design, computer programming, and software development that are currently, and appear likely to continue to be, in demand for many years to come. Those voices of concern produced a number of newspaper articles in the Los Angeles area as well as a number of official inquiries to responsible officials. Los Angeles Mayor Richard Riordan undertook a community initiative to attempt to give clear definition to the more general problem of lack of trained employees to staff the major industries in the area, and to see what steps government might take to resolve it. The result was the report of "The New Economy Project," issued in September 1994, that identified a number of factors that were hindering economic growth in the region. These included such factors as a negative national image of Los Angeles and excessive regulation, but it also listed as a counterproductive force, ". . . economic stimulus measures, including training, created in isolation from the companies and workforce they are supposed to serve" (SMCCD, 1996, p. 2).

The report went on to criticize harshly many employment and training programs. Specifically:

> Instead of flexible and responsive programs, most efforts are designed by state, local and federal bureaucrats speaking largely to each other, and implementing strategies invented with, at best, imperfect market information.
>
> Virtually all firms welcome training programs, provided the programs either subsidize internal efforts, which do the most good, or are designed by the firms that will employ the trainees (ibid.).

Other reports followed. In 1995, the Alliance of Motion Picture and Television Producers cc cluded:

> The entertainment industry is currently experiencing a labor shortage of creative and technically trained people to work in digital media. While a few schools have begun shaping new curriculum, most administrators have reported difficulty in getting these programs off the ground (p. 3).

In October 1996, the *Los Angeles Times* carried two front-page articles entitled, "Effects Firms Decry Lack of Arts Education," and "Firms Look Overseas for Workers." In part, these articles reported:

> The employment roster at digital effects firm Rhythm and Hues reads like a mini-United Nations. Computer graphics artists from more than 30 countries work at the Los Angeles-based company, which won an Academy Award this year for the motion picture "Babe." There are only seven California natives among the firm's 75 digital artists (LA Times, 1996).

In the same article, various industry executives stated that they could double their work forces every year for the next five years if they could find sufficient qualified personnel; unfortunately, they feel they cannot.

This official and unofficial criticism of both the employment and educational systems sparked considerable interest within the Santa Monica Community College District and in the California Legislature as well. Superintendent/President Piedad Robertson initiated a series of meetings with Mayor Paul Rosenstein of Santa Monica, Mayor Riordan of Los Angeles, and a number of other leaders from both the public and private sectors. An advisory board was formed that included a number of prominent industry executives and discussions ensued with many firms in the entertainment industry to determine the role that Santa Monica College could play to train technically skilled employees to meet the demands of the entertainment industry. The membership of that board is shown in Appendix B.

As these discussions began, it became apparent to district officials that no space existed at Santa Monica College for a major new program initiative. The combination of a small site -- 40 acres -- and major earthquake damage dictated the decision to seek space elsewhere. The home of the Gemological Institute was for sale and the district decided to issue certificates of participation -- the rough equivalent of revenue bonds -- in order to raise sufficient funds to purchase the building without resorting to a request for State funds which would probably have been denied due to the long backlog of projects already on file at the Chancellor's Office. The building consists of 53,000 square feet of space on a 3.4-acre site, with 300 parking places; the cost to the district was $8.5 million. Additional district funds will be required to bring the building up to the earthquake standards specified by the Field Act. This work will take place over the next year or two, prior to the time that the building will be fully occupied.

Although the district purchased the facility without State funds and will not require State funds to comply with the Field Act, it is now seeking official State approval of the operation as an educational center. This approval is being sought for three primary reasons:

1. As an official center, it will qualify the district for capital outlay appropriations in the future;
2. The expansion of space may qualify the district for additional support budget funding, although that is a complex question that remains largely a decision to be made by the Chancellor's Office; and
3. There is a degree of prestige associated with approval by both the Board of Governors and the Commission that can be of assistance in securing outside donations for the center and in fostering relations with various private companies in the region.

Uniqueness of this proposal

In many ways, this proposal for approval of the Academy of Entertainment and Technology is most unusual. It may have a parallel to only one other proposal the

Commission has ever reviewed -- the Vocational Training Center of the State Center Community College District in Fresno -- and even that parallel is imperfect. The Academy is unique for a number of reasons:

- Most educational centers are justified either on the grounds of enrollment pressures at another campus within a district or because a given population is so isolated from the nearest community college that it can be served only by a center. In this case, while Santa Monica College is impacted, the Academy is being justified primarily based upon the needs of the labor market as contrasted to the pressures of population growth.
- The Academy will be intensely collaborative, not only with neighboring institutions at all levels from high schools to universities, but with a wide variety of both technology companies and the entertainment industry.
- While the Academy will technically be open to everyone, the probable reality is that the demand for admission will far exceed the Academy's ability to provide educational services. Since every graduate will be virtually guaranteed gainful employment opportunities, the demand to enroll should be intense. The district noted in its Needs Study that:

  > Students with artistic and technical aptitudes will be identified while still in high school, and given specialized training in prerequisite skills such as drawing, math, and computer fluency. Summer "bridge" programs will bring these students into the Center for further preparatory work (SMCCD, 1996, p. 7).

- The curriculum will be designed as much by the entertainment industry as by the faculty. The Academy's fundamental purpose will be to produce graduates who will be employable by the entertainment industry immediately upon graduation. Industry collaboration in curricular design will be strong and will be supplemented further by a wide array of internships.

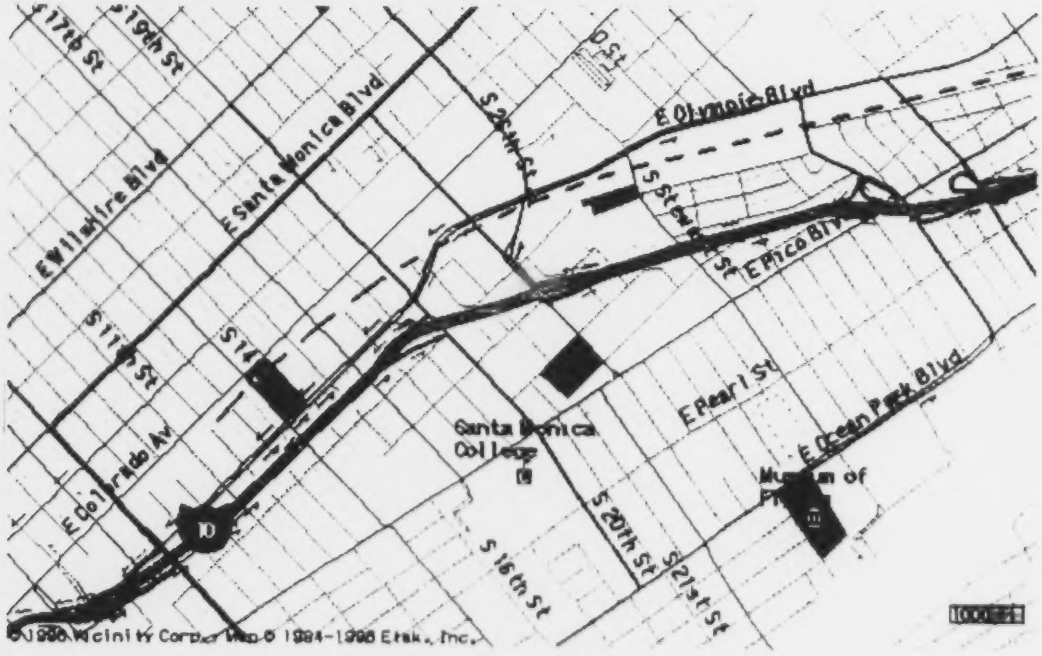
All of these factors present the Commission with the challenge of adapting to new realities because the specific guidelines for approval of new colleges and educational centers did not have envision a proposal such as the Academy of Entertainment and Technology. The ways in which the Commission believes that adaptation to be reasonable and prudent are discussed in Part Three of this report.

Physical description and location of the facility

Display 1 shows the location of both Santa Monica College and the Academy of Entertainment and Technology from two perspectives. Perhaps in keeping with the technological theme of this proposal, the maps were extracted from the Internet's World Wide Web.

The proposed center, the Academy, is located only about two miles from the Santa Monica College campus. No need for this review would have existed if the Academy had been within a mile of the college because the Commission has always regarded an operation that close to be part of the campus itself. In that case,

DISPLAY 1 *The Location of Santa Monica College and the Academy of Entertainment and Technology*



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however, a need would still have existed for the Commission to review any newly proposed academic programs.

As noted above, the Academy building contains 53,000 square feet. Display 2 shows two photographs of a building that appears to be quite modern and suitable for its proposed educational purposes. It currently does not meet Field Act earthquake standards, but that problem will soon be resolved with district funds.

Display 3 shows a floor plan of the two-story facility that contains 16 classrooms, six laboratories, and numerous offices that can be occupied by faculty and staff. There is also a bookstore and considerable storage room.

Review by the Board of Governors

The review of any community college proposal for a new educational center normally conforms to the following procedures: (1) submission of a letter of intent; (2) time for that letter to be reviewed and analyzed by both the Chancellor's Office and the Commission; (3) submission of a comprehensive needs study; (4) presentation of a formal written report to the Board of Governors; (5) review and approval by the Board; (6) consideration of Board of Governors action by the Commission; (7) review and approval by the Commission; and, (8) funding by the Legislature.

In the case at hand, these procedures have been followed. The Board of Governors heard a preliminary overview of the proposal at its January 8, 1997, meeting. At the second reading, the Board passed a resolution on March 13, 1997, to approve the facility as an official educational center.

Contents of the analysis

The analysis of the proposed Academy of Entertainment and Technology that appears in Part Three of this report discusses all of the Commission's criteria contained in its *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers*. These include consideration of enrollment projections, programmatic and geographic alternatives to the proposal, educational equity issues, academic planning, effects on other institutions, physical accessibility, and economic efficiency. The Commission's conclusions and recommendations are contained in Part One of this report.

DISPLAY 2 ***Photographs of the Proposed Academy of Entertainment and Technology***

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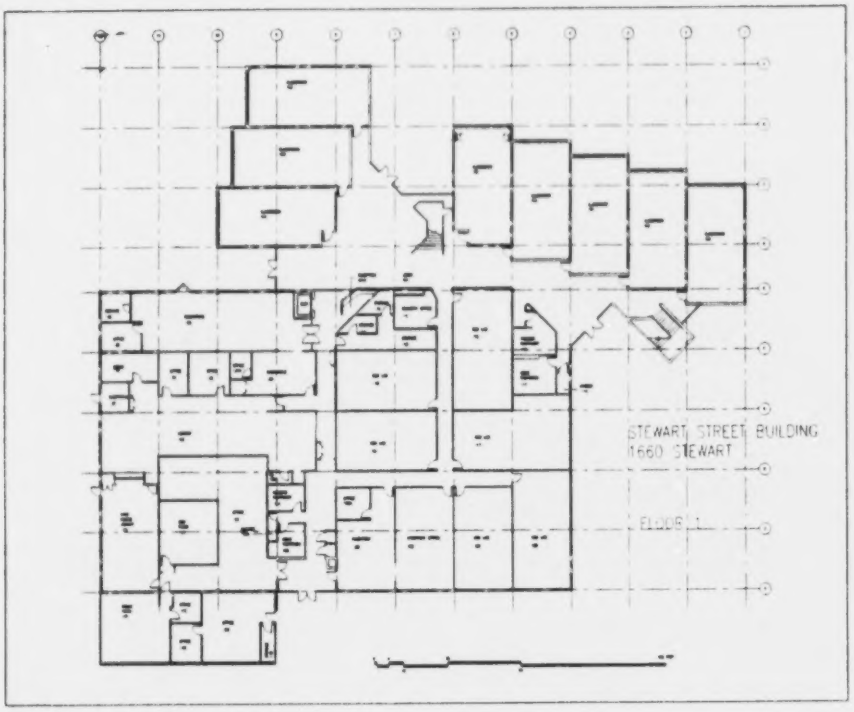
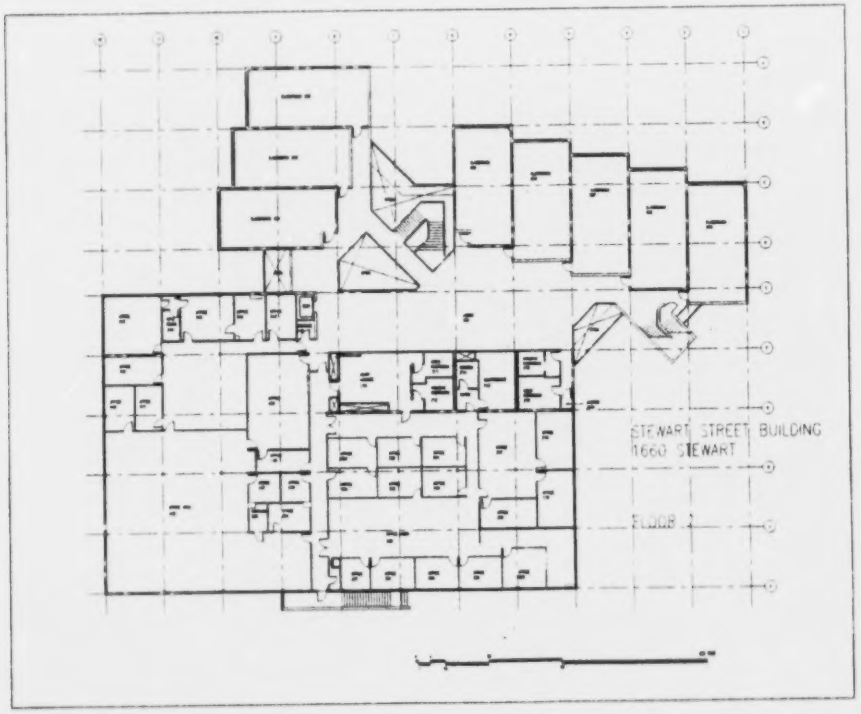
DISPLAY 3 ***Academy of Entertainment and Technology: First and second floor schematic***





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3 Analysis of the Proposal

Overview of the Commission's review guidelines

The Commission's guidelines impose a number of requirements on a governing board -- regardless of which system is involved -- that proposes the establishment of a new institution of higher education. Foremost among those requirements is the creation of a statewide plan that offers guidance to State policy makers concerning each system's overall expansion plans. Ideally, the statewide plan should offer a general indication as to the anticipated date and location of new institutions.

The overall planning process is defined primarily by the Commission's report, *A Framework for Statewide Facilities Planning (1992a)*, but it is also mentioned prominently in the *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers (Appendix A and 1992b)*. While both of these reports define the statewide planning process, the guidelines also provide definitions of the types of facilities to be reviewed, schedules that assure timeliness in the review process, and 10 criteria under which all proposals for new institutions will be evaluated. With specific regard to community college projects, the guidelines define three types of educational entities:

Outreach Operation: An outreach operation is an enterprise, operated away from a community college or university campus -- in leased or donated facilities -- which offers credit courses supported by State funds. These operations serve a student population of less than 500 full-time-equivalent students (FTES) at a single location.

Educational Center: An educational center is an off-campus enterprise owned or leased by the parent district and administered by a parent college. The center must enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president, chancellor, or superintendent), and offer programs leading to certificates or degrees to be conferred by the parent institution.

College: A full-service college is a separately accredited, degree and certificate-granting institution offering a full complement of lower-division programs and services. The college is usually at a single location owned by the district; colleges enroll a minimum of 1,000 full-time-equivalent students. A college has its own administration and is led by a president or a chancellor.

The term "campus" is not used as a working definition in the guidelines, primarily because it has become so commonly used that it often appears in the names of both colleges and educational centers. Rarely is an educational center of minimum size (500 or more FTES) referred to as a center, since the term "campus"

seems to suggest greater prestige and perhaps a more comprehensive program. Even outreach operations (less than 500 FTES) often use the term "campus," and it is for that reason that the Commission has decided to eschew use of the term. In the current case, the proposal from the Santa Monica Community College District is for official recognition, and consequent State capital outlay funding, of a center that has been previously purchased.

Review criterion summary

The Commission's 10 criteria for the approval of new educational centers are noted in detail on the following pages. In summary, they require the following elements: (1) an enrollment projection approved by the Department of Finance; (2) the consideration of both programmatic and geographic alternatives; (3) a plan to serve disadvantaged students; (4) an academic plan; (5) a projected support and capital outlay budget; (6) a thorough project description, including physical, social, and demographic characteristics; (7) an environmental impact report, where appropriate; (8) evidence of strong community support; and (9) evidence of economic efficiency. The specific criteria, with a discussion of each, is presented below.

Criterion 1
Enrollment projections

1.1 Enrollment projections must be sufficient to justify the establishment of the "new institution," as that term is defined above. For a proposed new educational center, enrollment projections for each of the first five years of operation (from the center's opening date) must be provided.

As the designated demographic agency for the State, the Demographic Research Unit has the statutory responsibility for preparing systemwide and district enrollment projections. For a proposed new institution, the Unit will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems or by the community college district proposing the new institution. The Unit shall provide the systems with advice and instructions on the preparation of enrollment projections. Community College projections shall be developed pursuant to the Unit's instructions.

1.6 For a new community college or educational center, enrollment projected for the district proposing the college or educational center should exceed the planned enrollment capacity of existing district colleges and educational centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or educational centers, compelling regional or local needs must be demonstrated. The district shall demonstrate local needs by satisfying the requirements of the criteria specified in these guidelines. Regional and statewide needs shall be demonstrated by the Board of Governors through the long-range planning process.

The Commission's guidelines specify a number of requirements that are difficult to apply to the Academy of Entertainment and Technology for two primary reasons. In the first instance, the guidelines assume that the creation of a new center

is the result of demographic pressures, since they require that all enrollment projections be approved by the Demographic Research Unit of the Department of Finance. The guidelines also assume that, in most cases, the reason for creating a center is that the nearest community college has exceeded its planned enrollment capacity and can accept no more students. Failing that circumstance, the guidelines require that "compelling regional or local needs must be demonstrated." At the time the guidelines were written, those needs usually resulted from rural isolation or other accessibility issues.

If the Santa Monica District was required to justify the Academy on the basis of population pressures, it could probably do so since Santa Monica College is impacted. In all likelihood, the district could present the Commission with numerous statistics indicating that an expansion of facilities and programs is fully justified under normal circumstances. Moreover, its case would be especially supported at the present time due to the considerable damage that the college suffered as a result of the 1994 Northridge Earthquake. Given the college's enrollment of about 25,000 students on only 40 acres of land, the case for both impaction and expansion would be easy to document. Yet given the purpose of the proposed center, such an approach would have been somewhat disingenuous.

As it was developing its Needs Study, the district spoke at some length with the Chancellor's Office, the Commission, and the Demographic Research Unit about the criterion that is based, in large measure, on enrollment projections. All agreed that a demographically derived projection would not be relevant to the real justification for the new center.

The district did submit a preliminary projection that was refined further by curricular speciality in a supplemental submission to the Needs Study. Both projections are shown in Display 4.

Quite obviously, these projections have been "managed" by the Santa Monica District in that they relate almost exclusively to the capacity of the building, the availability of funding to support the Academy's programs, and the need for graduates in the entertainment industry. With regard to at least the first two of these factors, the projections contain limitations and uncertainties; however, much greater certainty exists with respect to the demand for skilled personnel, as is apparent from the information and projections that the district supplied. As noted earlier in this report, the district will not have full use of the facility immediately because of the need to renovate the building to bring it into compliance with the Field Act for earthquake safety. The district has indicated that it has sufficient funds to undertake these structural improvements, but it is likely that the building will not be fully functional until 1998 at the earliest. In addition, there are funding uncertainties on the support side of the equation. Complex negotiations between the district and the Chancellor's Office will occur on these issues, but it is not currently assured that the district will have the total support budget that it estimates is needed to create a comprehensive program by the 1997-98 academic year.

DISPLAY 4 *Projected Full-Time-Equivalent Student (FTES) Enrollment at the Academy of Entertainment and Technology, by Category, 1997 to 2001*

By Credit Status and Time of Day

Year (Fall Term)	Day Credit	Evening Credit	Non-Credit	Total
1997	100	50	0	150
1998	250	100	0	350
1999	400	150	0	550
2000	450	200	0	650
2001	500	250	0	750

By Academic Program

Year (Fall Term)	Computer Graphic and Computer Animation	New Media and Gameworks	Entertainment Industry Business	Theme Parks	Total
1997	25-50	25-50	25-50	25-50	100-200
1998	75-100	75-100	75-100	75-100	300-400
1999	125-150	125-150	125-150	125-150	500-600
2000	150-175	150-175	150-175	150-175	600-700
2001	175-200	175-200	175-200	175-200	700-800

Source: Santa Monica Community College District, 1996b and 1997.

Estimates of employment opportunity in the entertainment industry

As to the need for personnel in the technological entertainment field, the district submitted copious documentation -- some statistical and some anecdotal -- to support its claims. All of these elements of the Needs Study suggest that there is a large unfilled need for persons trained in fields relating to entertainment and digital technology, including computer animation, computer programming, film editing, photography and cinematography, graphic design, engineering technology, and financial management, among others. Some of the anecdotal references were included in Part One of this report, while some others are discussed below. However, the information provided by the district does not always fit precisely with the academic programs the district proposes to offer at the Academy because many new occupations emerging as the Information Age unfolds have not been incorporated yet into the State Employment Development Department's (EDD) information system -- the primary agency that surveys job needs in California.

Nevertheless, the district did submit some revealing information, as shown in Display 5. Projections indicate very strong growth in such fields as "computer scien-

DISPLAY 5 Occupational Employment Projections

Occupational Title	Annual Average Jobs 1992	1999	Numerical Change	Percent Change
1. Occupational Codes Relating to Computer Animation and Visual Effects				
Computer engineers	4,740	7,260	2,520	53.2%
Computer programmers, incl. aides	20,770	22,670	1,900	9.1%
Computer scientists; related workers, NEC	2,660	3,740	1,080	40.6%
Film editors	1,650	2,260	610	37.0%
Artists and related workers	6,930	7,740	810	11.7%
2. Occupational Codes Relating to Theme Park Design and Operation				
Electrical, electronic engin. technicians	13,450	13,210	-240	-1.8%
Industrial engineering technicians	580	530	-50	-8.6%
Mechanical engineering technicians	3,170	2,960	-210	-6.6%
Artists and related workers	6,930	7,740	810	11.7%
Amusement, recreation attendants	6,250	7,930	1,680	26.9%
Automotive mechanics	17,850	19,640	1,790	10.0%
Electricians and related workers	11,720	12,310	590	5.0%
3. Occupational Codes Relating to CD-ROM Graphics, Animation, and Sound Design				
Writers and editors	4,610	5,230	620	13.4%
Artists and related workers	6,930	7,740	810	11.7%
Music directors, singers, composers	1,310	1,580	270	20.6%
Producers, directors, actors	8,860	11,340	2,480	28.0%
Electronic pagination system workers	400	540	140	35.0%
4. Occupational Codes Relating to New Media/Entertainment Industry Production Management				
Financial managers	32,030	35,190	3,160	9.9%
Personnel, training, labor relations mgrs.	8,030	8,920	890	11.1%
Purchasing managers	10,510	10,960	450	4.3%
Managers and administrators, NEC	20,420	22,260	1,840	9.0%

Source: Santa Monica Community College District, 1997, p. 2.

tists and related workers," "film editors," "amusement and recreation attendants," "music directors," "producers, directors, actors," "electronic pagination system workers," and "financial managers." Additionally, part of this display also seems to suggest that electrical and electronic technicians and industrial or mechanical engineering technicians will not be in demand -- a circumstance related almost entirely to the decline in aerospace in the Los Angeles area and to the time between the establishment of a job definition and its appearance on the EDD database. A few of the job categories are repeated (e.g. "Artists and Related Workers") on Display 5 in order to conform to the program array the Academy intends

to offer. Because the available data from official sources, such as EDD, are admittedly inadequate, the district undertook to survey its own Industry Advisory Board members for estimates or approximations of the job market that might await graduates of the Academy in the four designated program areas listed in Display 5 -- and discussed at greater length later in this report. The board members represent many aspects of the entertainment industry, including Warner Brothers, Industrial Light and Magic, Sony Music Entertainment, Castle Rock Entertainment, and MCA Recreation Services as well as the Economic Development Department of Los Angeles. These individuals responded with numerous letters indicating that job growth and demand are strong, and, while there is variation in the estimates which is not surprising, since they represent compilations of anecdotal statements, the totality of the responses estimates job growth in the tens of thousands. Specifically, the range of estimates for job growth over just the next five years included the following:

Job Category	Number of Jobs
Computer Animation and Visual Effects:	800 - 10,000
Theme Park Design & Operation:	15,000 - 30,000
CD-ROM Graphics, Animation & Sound Design:	7,000 - 10,000
Production Management:	500 - 4,000

Other sources of job information include the *Los Angeles Times* and the *Santa Monica Outlook* -- both papers indicate strong job growth in the digital media field with the available employment opportunities. The *Times* included an article on February 27 of this year reporting that the Los Angeles Regional Technology Alliance estimated industry demand in the "digital artist" category at 16,000 per year for the next five years at annual salaries ranging from $40,000 to $150,000. Other estimates hold to a tighter, but still attractive, range of between $45,000 and $75,000 per year, depending on education, skill, and experience.

Some of the individual responses from the Academy's board members lend even greater support to the overall theme of rapid job growth in the digital media field. A few examples are shown below:

> In terms of numbers, we estimated from our own small client base, the need for up to 10,000 new employees trained in computer animation, graphics, modeling, and effects. In the show control arena, we estimate another 6,000-12,000 computer savvy employees will be needed in the next five years.
>
> In terms of retraining . . . anywhere from 5,000 to 25,000 existing employees of design firms will need specialized instruction to fully implement the computer-based tools available to them. Unfortunately, much of this is now "on the job" training, with little or no formal instruction. Our estimate is that, overall, we can see upwards of 40,000 new jobs being created in the next five years in this arena (John Brooks, Brooks/Flemming Associates, Communications Engineering Consultant).

> Industry-wide, and over the next five years, our assessment is that up to 10,000 new jobs might be created in computer animation and digital effects; 7,000 new jobs might be created in CD-ROM graphics and WEB-site/Internet design/maintenance, and 4,000 new jobs might be created in production management (Janet Striemer Vice-President, Human Resources Castle Rock Entertainment).
>
> We are planning an expansion of Universal City Hollywood that is similar in size and scope to that of Disney's. We are estimating 13,500 new jobs on our payroll . . . hundreds of additional jobs outside of our company will be created to support the project.
>
> The resurgence and growth of tourism in California is also creating more jobs in our industry. The California Trade and Commerce Agency recently released data stating that tourism generated 31,000 additional jobs statewide in 1996 over the previous year. With the rebound of the economy . . . this job growth trend will continue (Jeffrey Zabludoff Manager, Professional Staffing Universal Studies Recreation Group).
>
> In looking to the future demand for employees trained in new media technology . . . we could anticipate hiring over the next five years 35 entry-level employees trained in computer animation and visual effects. Our assessment is that up to 800 new jobs might be created in computer animation and visual effects over the same five-year period in the film industry (Barry Armour, Head of Technical Directors, Industrial Light & Magic).

Numerous other letters and statements to the press attest to a vibrant employment market for individuals trained in the new media technologies. However, the key is training and, as Part Two of this report noted, so few training opportunities exist in the Los Angeles area that firms are forced to hire a large number of employees from other countries, often on short-term visas.

Complaints from the industry about the shortage of trained workers, especially United States citizens, prompted Governor Wilson to propose allocating $1.2 million additional funds to the Gal Grant program specifically to provide grants to 5,000 students in digital animation programs throughout the state. According to the *Los Angeles Times*:

> Wilson proposed the $1.2 million California Grants for Digital Artists pilot program after Hollywood executives told him during a meeting last summer that their single greatest need was for artists. The entertainment companies said they looked for well-rounded artists, not computer technicians, to fill their jobs (LA Times, 1997).

The Santa Monica Community College District has made the case for a strong job market in the digital media field on the basis of information from a variety of sources. Thus, while the enrollment projection shown on page 16 of this report has not been derived from the usual demographic sources, it does meet the Commission's alternative criterion that "compelling regional or local needs must be demonstrated." In the Commission's view, those needs -- which relate, in part, to the eco-

nomic health of one of California's most important industries, and, in part, to the future economic well-being of many residents of the Los Angeles region -- are compelling and deserving of official State recognition.

Finally, this center is proposed only for an ultimate enrollment of 700 to 800 FTE students. In time, and if space permits on this 3.4-acre site, there may be a need to expand operations. Further expansion might even be possible through distance learning, especially given the relationships the Santa Monica District has formed with neighboring high schools and other public and independent institutions of higher education, including UCLA; California State University, Northridge; Glendale Community College; Loyola Marymount University; Art Center College of Design; California Institute of the Arts; and, Otis College of Art and Design. However these relationships develop, it seems clear that the Academy will have little difficulty attracting students. The restrictions should come not from any limitations in demand, but only from the physical confines of the building.

Criteria 2 and 6

Consideration of programmatic and geographic alternatives

2.1 Proposals for new institutions should address at least the following alternatives: (1) the possibility of establishing an educational center instead of a . . . community college; (2) the expansion of existing institutions; (3) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months; (4) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions; (5) the use of nontraditional modes of instructional delivery, such as "colleges without walls" and distance learning through interactive television and computerized instruction; and (6) private fund raising or donations of land or facilities for the proposed new institution.

6.1 A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites.

It has been noted throughout this report that the Academy for Entertainment and Technology is an unconventional proposal. Where most proposals for educational centers are designed to address issues of geographic isolation or enrollment overload at another college within the district in question, this proposal has an unique occupational purpose with relatively specific needs for a highly tailored physical infrastructure. Because of that circumstance, the elements of Criterion 2.1 above are difficult to apply with any exactitude. Nevertheless, it is possible to make some general comments about each of the alternatives to be considered by a district:

- *Expansion of existing institutions.* There is only one existing institution -- Santa Monica College -- and it is severely impacted. One of the reasons the district chose to purchase the Gemological Institute and convert it to the Academy is

that there is no space on the already overcrowded 40-acre campus in Santa Monica.

- *Increased utilization of existing institutions.* Santa Monica College already has a high utilization rate by community college standards. Beyond that, it does not have a sufficient number of the specialized computer laboratories required by the program to be offered at the Academy. Although the diagram of the Academy shown in Display 3 indicates the existence of 16 classrooms and only six laboratories, the truth is that most of the "classrooms" will ultimately become computer labs, either for combined lecture/laboratory sessions, for self-instructional purposes, or for strictly laboratory sessions. Santa Monica College does not have facilities that can match the requirements of the new center's curriculum, and, even if existing facilities could be renovated, it would require displacing some other program that is using the space now.

- *Sharing space with other institutions.* If other institutions had space to share, this might be a possibility. However, the surge in employment demand is such that the greater likelihood is that there is a need for an absolute expansion of space for digital media instruction throughout the Los Angeles area. In all probability, further construction to meet the training needs of the entertainment industry will take place in other institutions in the area over the next several years.

- *Using nontraditional modes of instructional delivery.* In many ways, a nontraditional mode of instructional delivery is precisely the core of the proposal. A traditional approach would probably include on-campus graphics arts programs that exist throughout the community college system, including Santa Monica College. The proposed program is quite different in the sense that it will entail major corporate involvement in the curriculum -- including corporate internships -- in order to train students to become effective employees in the digital media field immediately upon graduation. Such an approach -- and the district has emphasized the point -- probably does require:

  > A self-contained facility (that) will encourage and facilitate student/faculty interaction and foster a teamwork approach that the industry considers a vital skill for successful careers (Santa Monica CCD, 1996, p. 13).

- *Private fund-raising or donations of land or facilities.* As often noted in this report, industry will be an active participant in the Academy's operations. The district's administration has made it clear that fund- raising will be a major imperative, since the State cannot be expected to finance all of the Academy's needs, particularly with regard to the large amount of specialized and expensive computer equipment that will make its programs successful. Further, industry will be donating time, space in its own facilities, and probably stipends to students for internships as they near the completion of their training. As a result, it may be fairly stated that fund-raising is not an alternative, but an integral part of the district's planning.

Given the stated mission of the Academy, it is probable that any alternative would resemble the current proposal. The absence of space at the existing college, the unconventional nature of the curriculum, the need for strong team interaction among students, and the need for security to protect the expensive equipment all argue forcefully for a self-contained facility. This facility -- purchased without State support and with the promise of further donations from the private sector in the region -- represents, if not an ideal alternative, certainly a desirable option for the State and the students it intends to educate.

Criterion 3 and 7
Educational equity and accessibility issues

3.1 The new institution must facilitate access for disadvantaged and historically underrepresented groups.

7.1 The physical, social, and demographic characteristics of the location and surrounding service areas for the new institution must be included.

7.2 There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students defined generally as not exceeding a 30-45 minute automobile drive (including time to locate parking) for a majority of the residents of the service area must be demonstrated.

The Academy of Entertainment and Technology is located only two miles from the Santa Monica College campus in central Santa Monica. There is bus service throughout the region, plus a parking lot for 300 automobiles. Accessibility should not be a problem from anywhere in the general vicinity.

Perhaps of greatest importance, the Academy will facilitate access to students from historically underrepresented backgrounds through close relationships with feeder high schools, through a full array of student services, plus additional student financial aid provided either through the Governor's initiative or funds from the entertainment industry. Student services will include the Extended Opportunity Program and Services (EOPS), Disabled Student Program and Services (DSPS), and all other normal services, such as counseling and testing. In addition, the center will charge only the normal community college fee of $13 per unit. This is a fact of central importance to this proposal, given that most programs of this type are offered at private or independent colleges and universities that charge much higher fees that prohibit the attendance of most of the students that the Academy is designed to serve. The great likelihood is that this center will provide services to economically disadvantaged students -- a population of students who under normal conditions could not participate in a training program of this type. Moreover, at the end of their training, these students should be employable in an industry offering lucrative salaries.

It should be noted that admission to any of the Academy's programs will be by portfolio review. Unlike other community college programs, the principle of true

open admissions will not apply in this case. At the same time, one of the core elements of community college education -- the openness of the college to anyone who is capable of benefiting from the instruction -- does apply. In this regard, the district has indicated to the Commission that it is committed to recruiting students from groups that have been historically underrepresented in higher education.

Criterion 4
Academic planning

4.1 The programs projected for the new institution must be described and justified. An academic master plan, including a general sequence of program and degree level plans, and an institutional plan to implement such State goals as access; quality; intersegmental cooperation; and diversification of students, faculty, administration, and staff for the new institution, must be provided.

Appendix C shows the courses and programs proposed to be offered at the Academy for Entertainment and Technology. In addition, the district provided the following summary description of each of the programs:

- **Computer Graphics/Computer Animation**

  Computer animation involves the creation of moving three dimensional models or characters with highly specialized computer software programs. Successful computer animators blend professional-level artistic and computer programming skills. This program will prepare students for entry-level industry positions such as Resource Assistants, Technical Assistants, Dirt Removal Operators, and Rotoscope Artists and will create career paths to positions as Animators and/or Technical Directors. Students will be admitted to the program through portfolio review, and college-level mathematics skills will be required (Santa Monica CCD, 1997b, p. 2).

- **New Media/Gameworks**

  Gameworks is an industry designation that encompasses the fields of CD-ROM graphics and animation, story boarding, sound design, and Internet/Web gaming. The field is expected to grow significantly as new technology incorporates enhanced motion graphics and sound into these venues. Required professional skills include graphic design and storytelling in both traditional and new media, computer programming and animation, new media story boarding, motion graphics, interactive media, logic, and gaming. Students will be admitted to the program through portfolio review (Santa Monica CCD, 1997b, p. 4).

- **Entertainment Industry Business**

  Like any major private enterprise, the entertainment industry hires trained business professionals in administrative positions from bookkeeping and accounting to marketing and human resources. However, in addition to basic business knowledge, the industry has a particular need for knowledge in specialized industry areas and wants employees who can adapt to the fast-paced, creative environment. The Academy will offer specialized tracks in entertainment in-

dustry corporate and production accounting and human resources management. These will prepare students for entry-level employment in the industry. College-level English and mathematics skills will be required for admission to the program (Santa Monica CCD, 1997b, p. 6).

- **Theme Park Operations Management**

  Operations management involves the business side of theme parks -- marketing, ticket sales, food and retain, transportation, customer service, physical plant maintenance, public relations, ride and show operations, human resources, payroll, and crowd control and safety. Required skills include basic business principles and accounting, computer proficiency, communication skills, management and supervision skills, and knowledge of the industry. College-level English and mathematics skills will be required for admission to the program (Santa Monica CCD, 1997b, p. 8).

In its original Needs Study, the district advanced the view that all of the programs proposed to be offered were derivatives from already existing programs in graphic design offered by the district. Commission staff disagreed in a letter to the district on January 29 stating that:

> The Commission's view, however, is that digital animation, computer game design, and theme park design and operation are sufficiently different from current offerings as to constitute new programs. In addition, these curricular areas will be the first of their kind in the state, and may well serve as models for similar programs in other institutions. Such cutting-edge offerings must be viewed as exemplars for which not only the campus but also the Commission bear particular responsibility. The campus meets that responsibility through its work in developing and implementing these programs, while review by the Commission ensures that the State's objectives are fulfilled (CPEC, 1997a).

As a result of this correspondence, the district has agreed to comply with the program review process.

This criterion also calls for an academic "master plan." However, because of the newness of the program, the district indicated that the curriculum at this stage of development remains a "work in progress." Nevertheless, the district did complete a *Master Plan for Technology* in October 1996, which may well serve as the required plan for the center. It is far too voluminous to be quoted at any length here, but its objectives and vision are entirely consistent with the objectives and vision of the Academy of Entertainment and Technology. Overall, it is probable that the true academic master plan for the Academy will evolve over time, with advice to be received on the content of various proposed programs from both the Commission and the Chancellor's Office of the California Community Colleges.

Criterion 5
Funding issues

5.1 A cost analysis of both capital outlay estimates and projected support costs for the new institution, and possible options for alternative funding sources, must be provided.

There are no capital outlay issues at present, although there is a possibility that the district will request some additional funds for equipment from an undetermined source at this time. In the event of such a request, it would have to compete with all funding requests from other community college districts.

The support budget issue is complicated. The district has presented a general support and capital outlay budget, shown as Display 6. It indicates a beginning operating budget of $821,560 that is estimated to increase to about $2.3 million within five years. In addition, the district is committed to aggressive fund-raising from which it projects that it will raise $1 million in each of the first five years.

With respect to State support, it may be conditioned on an interpretation of State legislation and the community college enrollment cap. The Academy's future budget may, therefore, vary somewhat from the budget submitted. The Commission views this matter as internal to the community college system and not significant in the approval of this educational center.

Criterion 8
Environmental and social impact

8.1 The proposal must include a copy of the final environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public.

Because this is an existing building, there is no issue of an environmental impact report (EIR). Depending on the extent of the renovations necessary to comply with the Field Act, a supplemental EIR may be required but that has not yet been determined. From the Commission's perspective, since EIR's are used primarily to assist in the analysis of transportation access and alternatives, the issue of the possible environmental impact of the Academy is largely moot

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Criteria 9
Effects on other institutions

9.1 Other systems, institutions, and the community in which the new institution is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals.

9.3 The establishment of a new community college must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new college or in adjacent districts to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

DISPLAY 6 Projected Revenues and Expenditures for the Academy of Entertainment and Technology; Santa Monica Community College District, 1997-98 to 2001-02

Sources of Revenue	1997-98	1998-99	1999-00	2000-01	2001-02
State Revenue	$709,150	$1,269,550	$1,829,950	$2,110,150	$2,390,350
Donations[1]	150,000	150,000	150,000	150,000	150,000
Partnership Revenue[1]	150,000	150,000	150,000	150,000	150,000
Grants[1]	150,000	150,000	150,000	150,000	150,000
Instructional Equipment Revenue	400,000	400,000	400,000	400,000	400,000
Other Local Revenue[2]	0	0	0	500,000	500,000
Total Revenue	$1,559,150	$2,119,550	$2,679,950	$3,460,150	$3,740,350
Expenditures	**1997-98**	**1998-99**	**1999-00**	**2000-01**	**2001-02**
Instructional Salaries	$162,000	$392,558	$666,103	$869,635	$897,694
Administration Salaries	124,800	138,792	144,344	150,117	156,122
Academic Salaries (Student Services)	17,280	35,251	36,661	56,458	58,717
Classified Salaries (Instruction)	92,800	96,512	154,224	172,731	193,459
Classified Salaries (Student Services)	40,680	42,307	68,999	71,759	74,630
Classified Salaries (Maintenance)	135,000	140,400	146,016	151,857	157,931
Supplies	39,000	50,500	98,790	176,388	189,227
Utilities	210,000	220,500	253,575	291,611	306,192
Equipment Mainten. (11% of Equip.)	0	44,000	88,000	177,889	313,669
Total Expenditures	$821,560	$1,160,820	$1,656,712	$2,118,445	$2,347,641
Net from Operations	$737,590	$958,730	$1,023,238	$1,341,705	$1,392,709
Capital Outlay Uses					
Building Renovation/Remodel	$250,000	$380,000	$0	$0	$0
Equipment Purchases					
State funded	400,000	400,000	400,000	400,000	400,000
Local funded	0	0	417,180	834,360	834,360
Equipment Replacements				100,000	200,000
Total Capital Outlay Uses	$650,000	$780,000	$817,180	$1,334,360	$1,434,360
Net Change in Fund Balance	$87,590	$178,730	$206,058	$7,345	-$41,651
FTES Earned	150	350	550	650	750
Rev. per FTES from Opera.	$4,917	$2,739	$1,860	$2,064	$1,857

1. Revenues represent a conservative estimate.
2. Equipment donations from industry partners.

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Because the Academy for Entertainment and Technology is so highly specialized, there is no issue of conflict with neighboring institutions as far as core curricular offerings are concerned. With regard to the specialized offerings the district proposes for the Academy, the district made numerous contacts with its neighbors -- both public and independent. None of the neighboring college and universities objected to the establishment of the proposed Academy. The letters from higher education institutions and neighboring districts are shown in Appendix D.

Criterion 10
Economic efficiency

10.1 Since it is in the best interests of the State to encourage maximum economy of operation, priority shall be given to proposals for new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied.

10.2 A higher priority shall be given to projects involving intersegmental cooperation, provided the systems or institutions involved can demonstrate a financial savings or programmatic advantage to the State as a result of the cooperative effort.

The Academy for Entertainment and Technology is being proposed at no cost to the State of California and, as such, meets the criterion of economic efficiency. Acquisition of the facility -- the former Gemological Institute of California -- has been completed and the district intends to finance necessary renovations for Field Act compliance with its own funds. The only remaining issue may be equipment, for which the district admits a considerable need. Some of that may, and probably will, be supplied through corporate contributions from the entertainment industry, but there is a chance that the district will request State funds as well.

Appendix A

Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers

Introduction[1]

Commission responsibilities and authority regarding new campuses and centers

Section 66904 of the California Education Code expresses the intent of the Legislature that the sites for new institutions or branches of public postsecondary education will not be authorized or acquired unless recommended by the Commission:

> It is the intent of the Legislature that sites for new institutions or branches of the University of California and the California State University, and the classes of off-campus centers as the Commission shall determine, shall not be authorized or acquired unless recommended by the Commission.
>
> It is further the intent of the Legislature that California community colleges shall not receive State funds for acquisition of sites or construction of new institutions, branches or off-campus centers unless recommended by the Commission. Acquisition or construction of non-State-funded community colleges, branches and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the Commission.

Evolution and purpose of the guidelines

In order to carry out its given responsibilities in this area, the Commission adopted policies relating to the review of new campuses and centers in April 1975 and revised those policies in September 1978 and September 1982. Both the 1975 document and the two revisions outlined the Commission's basic assumptions under which the guidelines and procedures were developed and then specified the proposals subject to Commission review, the criteria for reviewing proposals, the schedule to be followed by the segments when submitting proposals, and the contents of the required "needs studies."

In 1990, the Commission approved a substantive revision of what by then was called *Guidelines for Review of Proposed Campuses and Off-Campus Centers*. Through that revision, the Commission sought to incorporate a statewide planning agenda into the quasi-regulatory function the guidelines have always represented, and the result was a greater systemwide attention to statewide perspectives than had previously been in evidence. These new guidelines called for a statewide plan from each of the systems, then a "Letter of Intent" that identified a system's plans to create one or more new institutions, and finally, a formal needs study for the proposed new institution that would provide certain prescribed data elements and satisfy specific criteria. At each stage of this process, the Commission would be able to comment either positively or negatively, thereby ensuring that planning for a new campus or center would not proceed to a point where it could not be reversed should the evidence indicate the necessity for a reversal.

This three-stage review concept statewide plan, preliminary review, then final review appears to be fundamentally sound, but some clarifications of the 1990 document have nevertheless become essential, for several reasons:

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1 Adapted from: California Postsecondary Education Commission: CPEC Report 92-18, August 1992.

- In those *Guidelines*, the Commission stated only briefly its requirements for a statewide plan and for letters of intent. These requirements warrant greater clarification, particularly regarding the need for intersystem cooperation, to assist the systems and community college districts in the development of proposals.

- The 1990 *Guidelines* assumed that a single set of procedures could be applied to all three public systems. In practice, this assumption was overly optimistic, and this 1992 revision more specifically recognizes the major functional differences among the three systems.

- The procedures for developing enrollment projections need to be altered to account for the curtailment of activities created by the severe staffing reductions at the Demographic Research Unit of the Department of Finance, which have eliminated its ability to make special projections for community college districts and reduced its capacity to project graduate enrollments.

- The unprecedented number of proposals emanating from the community colleges, as well as the staff reductions experienced by the Commission, require a streamlining of the approval process. Consequently, certain timelines have been shortened, and all have been clarified as to the duration of review at each stage of the process.

- Over the years, the distinctions among several terms, such as college," "center," and "institution," have become unclear.

By 1992, experience with the 1990 procedures suggested that they needed revision in order to overcome these problems and accommodate the changed planning environment in California, particularly related to California's diminished financial resources and growing college-age population.

Policy assumptions used in developing these guidelines

The following six policy assumptions are central to the development of the procedures and criteria that the Commission uses in reviewing proposals for new campuses and off-campus centers:

1. It is State policy that each resident of California who has the capacity and motivation to benefit from higher education will have the opportunity to enroll in an institution of higher education. The California Community Colleges shall continue to be accessible to all persons at least 18 years of age who can benefit from the instruction offered, regardless of district boundaries. The California State University and the University of California shall continue to be accessible to first-time freshmen among the pool of students eligible according to Master Plan eligibility guidelines. Master Plan guidelines on undergraduate admission priorities will continue to be (1) continuing undergraduates in good standing; (2) California residents who are successful transfers from California public community colleges; (3) California residents entering at the freshman or sophomore level; and (4) residents of other states or foreign countries.

2. The differentiation of function among the systems with regard to institutional mission shall continue to be as defined by the State's Master Plan for Higher Education.

3. The University of California plans and develops its campuses and off-campus centers on the basis of statewide need.

4. The California State University plans and develops its campuses and off-campus centers on the basis of statewide needs and special regional considerations.

5. The California Community Colleges plan and develop their campuses and off-campus centers on the basis of local needs.

6. Planned enrollment capacities are established for and observed by all campuses of public postsecondary education. These capacities are determined on the basis of statewide and institutional economies, community and campus environment, physical limitations on campus size, program requirements and student enrollment levels, and internal organization. Planned enrollment capacities are established by the governing boards of community college districts (and reviewed by the Board of Governors of the California Community Colleges), the Trustees of the California State University, and the Regents of the University of California.

Definitions

For the purposes of these guidelines, the following definitions shall apply:

Outreach Operation (all systems): An outreach operation is an enterprise, operated away from a community college or university campus, in leased or donated facilities, which offers credit courses supported by State funds, and which serves a student population of less than 500 full-time-equivalent students (FTES) at a single location.

Educational Center (California Community Colleges): An educational center is an off-campus enterprise owned or leased by the parent district and administered by a parent college. The center must enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president, chancellor, or superintendent), and offer programs leading to certificates or degrees to be conferred by the parent institution.

Educational Center (The California State University): An educational center is an off-campus enterprise owned or leased by the Trustees and administered by a parent State University campus. The center must offer courses and programs only at the upper division and graduate levels, enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president), and offer certificates or degrees to be conferred by the parent institution. Educational facilities operated in other states and the District of Columbia shall not be regarded as educational centers for the purposes of these guidelines, unless State capital outlay funding is used for construction, renovation, or equipment.

Educational Center (University of California): An educational center is an off-campus enterprise owned or leased by the Regents and administered by a parent University campus. The center must offer courses and programs only at the upper division and graduate levels, enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration typically headed by a dean or director, but not by a chancellor), and offer certificates or degrees to be conferred by the parent institution. Organized Research Units (ORUs) and the Northern and Southern Regional Library Facilities shall not be regarded as educational centers. Educational facilities operated in other states and the District of Columbia shall not be regarded as educational centers unless State capital outlay funding is used for construction, renovation, or equipment.

College (California Community Colleges): A full-service, separately accredited, degree and certificate granting institution offering a full complement of lower-division programs and services, usually at a single campus location owned by the district; colleges enroll a minimum of 1,000 full-time-equivalent students. A

college will have its own administration and be headed by a president or a chancellor.

University Campus (University of California and The California State University): A separately accredited, degree-granting institution offering programs at the lower division, upper division, and graduate levels, usually at a single campus location owned by the Regents or the Trustees; university campuses enroll a minimum of 1,000 full-time-equivalent students. A university campus will have its own administration and be headed by a president or chancellor.

Institution (all three systems): As used in these guidelines, "institution" refers to an educational center, a college, or a university campus, but not to an outreach operation.

Projects subject to Commission review

New institutions (educational centers, campuses, and colleges) are subject to review, while outreach operations are not. The Commission may, however, review and comment on other projects consistent with its overall State planning and coordination role.

Stages in the review process

Three stages of systemwide responsibility are involved in the process by which the Commission reviews proposals for new institutions: (1) the formulation of a long-range plan by each of the three public systems; (2) the submission of a "Letter of Intent to Expand" by the systemwide governing board; and (3) the submission of a "Needs Study" by the systemwide governing board. Each of these stages is discussed below.

1. *The systemwide long-range plan*

Plans for new institutions should be made by the Regents, the Trustees, and the Board of Governors only after the adoption of a systemwide plan that addresses total statewide long-range growth needs, including the capacity of existing institutions to accommodate those needs. Each governing board should submit its statewide plan to the Commission for review and comment (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) before proceeding with plans for the acquisition or construction of new institutions. Each system must update its systemwide long-range plan every five years and submit it to the Commission for review and comment.

Each systemwide long-range plan should include the following elements:

- For all three public systems, a 15-year undergraduate enrollment projection for the system, presented in terms of both headcount and full-time-equivalent students (FTES). Such projections shall include a full explanation of all assumptions underlying them, consider the annual projections developed by the Demographic Research Unit of the Department of Finance, and explain any significant departures from those projections.

- For the University of California and the California State University, a systemwide 15-year graduate enrollment projection, presented with a full explanation of all assumptions underlying the projection.

- Each of the three public systems should provide evidence within the long-range plan of cooperative planning with California's other public systems, such as documentation of official contacts, meetings, correspondence, or other efforts to integrate its own planning with the planning efforts of the other public systems and with any independent colleges and universities in the area. The physical capacities of existing independent colleges and universities should

be considered. If disagreements exist among the systems regarding such matters as enrollment projections or the scope, location, construction, or conversion of new facilities, the long-range plan should clearly state the nature of those disagreements.

- For all three public systems, the physical and planned enrollment capacity of each institution within the system. Physical capacity shall be determined by analyzing existing capacity space plus funded capacity projects. Planned enrollment capacity shall be the ultimate enrollment capacity of the institution as determined by the respective governing board of the system -- Regents, Trustees, or Board of Governors.

- For all three public systems, a development plan that includes the approximate opening dates (within a range of plus or minus two years) of all new institutions -- educational centers, community colleges, and university campuses; the approximate capacity of those institutions at opening and after five and ten years of operation; the geographic area in which each institution is to be located (region of the State for the University of California, county or city for the California State University, and district for community colleges); and whether a center is proposed to be converted into a community college or university campus within the 15-year period specified.

- A projection of the capital outlay cost (excluding bond interest) of any new institutions proposed to be built within the 15-year period specified, arrayed by capacity at various stages over the fifteen-year period (e.g. opening enrollment of 2,000 FTES; 5,000 FTES five years later, etc.), together with a statement of the assumptions used to develop the cost projection.

- A projection of the ongoing capital outlay cost (excluding bond interest) of existing institutions, arrayed by the cost of new space to accommodate enrollment growth, and the cost to renovate existing buildings and infrastructure, together with a statement of the assumptions used to develop the cost projection, and with maintenance costs included only if the type of maintenance involved is normally part of a system's capital outlay budget.

2. *The "Letter of Intent to Expand"*

New university campuses. No less than five years prior to the time it expects its first capital outlay appropriation, the Regents or the Trustees should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information:

- A preliminary ten-year enrollment projection for the new university campus (from the campus's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.

- The geographic location of the new university campus (region of the State for the University of California and county or city for the California State University).

- If the statewide plan envisions the construction or acquisition of more than one new institution, the reason for prioritizing the proposed university campus ahead of other new institutions should be specified.

- A time schedule for development of the new university campus, including preliminary

dates and enrollment levels at the opening, final buildout, and intermediate stages.

- A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- A copy of the resolution by the governing board authorizing the new university campus.
- Maps of the area in which the proposed university campus is to be located, indicating population densities, topography, and road and highway configurations.

Conversion by the University of California or the California State University of an existing educational center to a university campus. No less than three years prior to the time it expects to enroll lower division students for the first time, the Regents or the Trustees should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information:

- The complete enrollment history (headcount and full-time-equivalent students) or the previous ten years history (whichever is less) of the educational center. A preliminary ten-year enrollment projection for the new university campus (from the campus's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.
- If the statewide plan envisions the construction or acquisition of other new institution(s), the reason for prioritizing the proposed university campus ahead of other new institutions should be specified.
- A time schedule for converting the educational center and for developing the new university campus, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages.
- A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation for the new university campus.
- A copy of the resolution by the governing board authorizing conversion of the educational center to a university campus.
- Maps of the area in which the proposed university campus is to be located, indicating population densities, topography, and road and highway configurations.

New educational centers of the University of California and the California State University. No less than two years prior to the time it expects its first capital outlay appropriation, the Regents or the Trustees should submit to the Commission with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information:

- A preliminary five-year enrollment projection for the new educational center (from the center's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.
- The location of the new educational center in terms as specific as possible. An area not exceeding a few square miles in size should be identified.

- If the statewide plan envisions the construction or acquisition of more than one new institution, the reasons for prioritizing the proposed educational center ahead of other new institutions should be specified.
- A time schedule for development of the new educational center, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages.
- A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- A copy of the resolution by the governing board authorizing the new educational center.
- Maps of the area in which the proposed educational center is to be located, indicating population densities, topography, and road and highway configurations.

New California Community Colleges: No less than 36 months prior to the time it expects its first capital outlay appropriation, the Board of Governors of the California Community Colleges should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information:

- A preliminary ten-year enrollment projection for the new college (from the college's opening date), developed by the district and/or the Chancellor's Office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The Chancellor's Office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.
- The location of the new college in terms as specific as possible, usually not exceeding a few square miles.
- A copy of the district's most recent five-year capital construction plan.
- If the statewide plan envisions the construction or acquisition of more than one new institution within the 15-year term of the plan, the plan should prioritize the proposed new colleges in terms of three five-year intervals (near term, mid term, and long term). Priorities within each of the five-year periods of time shall be established through the Board of Governors five-year capital outlay planning process required by Supplemental Language to the 1989 Budget Act.
- A time schedule for development of the new college, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages.
- A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- A copy of the resolution by the local governing board authorizing the new college.
- Maps of the area in which the proposed new college is to be located, indicating population densities, topography, and road and highway configurations.

New California Community College educational centers: No less than 18 months prior to the time it expects its first capital outlay appropriation, the Board of Governors of the California Community Colleges should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information:

- A preliminary five-year enrollment projection for the new educational center (from

the center's opening date), developed by the district and/or the Chancellor's Office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The Chancellor's Office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.

- The location of the new educational center in terms as specific as possible, usually not exceeding a few square miles.
- A copy of the district's most recent five-year capital construction plan.
- If the statewide plan envisions the construction or acquisition of more than one new institution within the 15-year term of the plan, the plan should prioritize the proposed new centers in terms of three five-year intervals (near term, mid term, and long term). Priorities within each of the five-year periods of time shall be established through the Board of Governors five-year capital outlay planning process required by Supplemental Language to the 1989 Budget Act.
- A time schedule for development of the new educational center, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages.
- A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- A copy of the resolution by the local governing board authorizing the new educational center.
- Maps of the area in which the proposed educational center is to be located, indicating population densities, topography, and road and highway configurations.

3. *Commission response to the "Letter of Intent to Expand"*

Once the "Letter of Intent to Expand" is received, Commission staff will review the enrollment projections and other data and information that serve as the basis for the proposed new institution. If the plans appear to be reasonable, the Commission's executive director will advise the systemwide chief executive officer to move forward with site acquisition or further development plans. The Executive Director may in this process raise concerns about defects in the Letter of Intent to Expand that need to be addressed in the planning process. If the Executive Director is unable to advise the chief executive officer to move forward with the expansion plan, he or she shall so state to the chief executive officer prior to notifying the Department of Finance and the Legislature of the basis for the negative recommendation. The Executive Director shall respond to the chief executive officer, in writing, no later than 60 days following submission of the Letter of Intent to Expand to the Commission.

4. *Development of the "needs study"*

Following the Executive Director's preliminary recommendation to move forward, the systemwide central offices shall proceed with the final process of identifying potential sites for the new institution. If property for the new institution is already owned by the system, alternative sites must be identified and considered in the manner required by the California Environmental Quality Act. So as to avoid redundancy in the preparation of information, all materials germane to the environmental impact report process shall be made available to the Commission at the same time that they are made available to the designated responsible agencies. Upon approval of the environmental impact report by the lead agency, the systemwide central office shall forward the final environmental impact report for the site as well as the final needs study for the new institution to the Commission. The needs study must respond fully to each of the criteria outlined below, which collectively will

constitute the basis on which the proposal for the new institution will be evaluated. The needs study shall be complete only upon receipt of the environmental impact report, the academic master plan, the special enrollment projection approved by the Demographic Research Unit, and complete responses to each of the criteria listed below.

5. *Commission action*

Once the Commission has received the completed needs study, the Excessive Director shall certify the completeness of that Needs Study to the systemwide chief executive officer. The Commission shall take final action on any proposal for a new institution according to the following schedule:

New university campus:

University of California: One Year
The California State University: One Year

New college:

California Community Colleges: Six Months

New Educational Center:

University of California: Six Months
The California State University: Six Months
California Community Colleges: Four Months

Once the Commission has taken action on the proposal, the Executive Director will notify the appropriate legislative committee chairs, the Department of Finance, and the Office of the Legislative Analyst.

Criteria for evaluating proposals

As stated in Sections 66903[2a] and 66903[5] of the Education Code, the Commission's responsibility is to determine "the need for and location of new institutions and campuses of public higher education." The criteria below follow that categorization:

Criteria related to need

1. Enrollment projections

1.1 Enrollment projections must be sufficient to justify the establishment of the "new institution," as that term is defined above. For a proposed new educational center, enrollment projections for each of the first five years of operation (from the center's opening date), must be provided. For a proposed new college or university campus, enrollment projections for each of the first ten years of operation (from the college's or campus's opening date) must be provided. When an existing educational center is proposed to be converted to a new college or university campus, the center's previous enrollment history, or the previous ten year's history (whichever is less) must also be provided.

As the designated demographic agency for the State, the Demographic Research Unit has the statutory responsibility for preparing systemwide and district enrollment projections. For a proposed new institution, the Unit will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems or by the community college district proposing the new institution. The Unit shall provide the systems with advice and instructions on the preparation of enrollment projections. Community College projections shall be developed pursuant to the Unit's instructions.

Undergraduate enrollment projections for new institutions of the University of California and the California State University shall be presented in terms of headcount and full-time-equivalent students (FTES). Lower-division enrollment projections for new institutions of the California Community Colleges shall be presented in terms of headcount students. Weekly Student

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Contact Hours (WSCH), and WSCH per headcount student.

Graduate and professional student enrollment projections shall be prepared by the systemwide central office proposing the new institution. In preparing these projections, the specific methodology and/or rationale generating the projections, an analysis of supply and demand for graduate education, and the need for new graduate and professional degrees, must be provided.

1.2 For a new University of California campus, statewide enrollment projected for the University should exceed the planned enrollment capacity of existing University campuses and educational centers as defined in the systemwide long-range plan developed by the Regents pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide needs for the establishment of the new university campus must be demonstrated. In order for compelling statewide needs to be established, the University must demonstrate why these needs deserve priority attention over competing systemwide needs for both support and capital outlay funding.

1.3 For a new University of California educational center, statewide enrollment projected for the University should exceed the planned enrollment capacity of existing University campuses and educational centers as defined in the systemwide long-range plan developed by the Regents pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide needs for the establishment of the new educational center must be demonstrated. In order for compelling statewide needs to be established, the University must demonstrate why these needs deserve priority attention over competing needs in other sectors of the University for both support and capital outlay funding.

1.4 For a new California State University campus, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers as defined in the systemwide long-range plan developed by the Board of Trustees pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the system, compelling regional needs must be demonstrated. In order for compelling regional needs to be demonstrated, the system must specify why these regional needs deserve priority attention over competing needs in other sectors of the State University system for both support and capital outlay funding.

1.5 For a new California State University educational center, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers as defined in the systemwide long-range plan developed by the Board of Trustees pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the State University system, compelling statewide or regional needs for the establishment of the new educational center must be demonstrated. In order for compelling statewide or regional needs to be established, the State University must demonstrate why these needs deserve priority attention over competing needs in other sectors of the University for both support and capital outlay funding.

1.6 For a new community college or educational center, enrollment projected for the district proposing the college or educational center should exceed the planned enrollment capacity of existing district colleges and educational centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or educational centers,

compelling regional or local needs must be demonstrated. The district shall demonstrate local needs by satisfying the requirements of the criteria specified in these guidelines. Regional and statewide needs shall be demonstrated by the Board of Governors through the long-range planning process.

2. Programmatic alternatives

2.1 Proposals for new institutions should address at least the following alternatives: (1) the possibility of establishing an educational center instead of a university campus or community college; (2) the expansion of existing institutions; (3) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months; (4) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions; (5) the use of nontraditional modes of instructional delivery, such as "colleges without walls" and distance learning through interactive television and computerized instruction; and (6) private fund raising or donations of land or facilities for the proposed new institution.

3. Serving the disadvantaged

3.1 The new institution must facilitate access for disadvantaged and historically underrepresented groups.

4. Academic planning and program justification

4.1 The programs projected for the new institution must be described and justified. An academic master plan, including a general sequence of program and degree level plans, and an institutional plan to implement such State goals as access; quality; intersegmental cooperation; and diversification of students, faculty, administration, and staff for the new institution, must be provided.

5. Consideration of needed funding

5.1 A cost analysis of both capital outlay estimates and projected support costs for the new institution, and possible options for alternative funding sources, must be provided.

Criteria related to location

6. Consideration of alternative sites

6.1 A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites.

7. Geographic and physical accessibility

7.1 The physical, social, and demographic characteristics of the location and surrounding service areas for the new institution must be included.

7.2 There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students defined generally as not exceeding a 30-45 minute automobile drive (including time to locate parking) for a majority of the residents of the service area must be demonstrated.

8. Environmental and social impact

8.1 The proposal must include a copy of the final environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public.

9. Effects on other institutions

9.1 Other systems, institutions, and the community in which the new institution is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals.

9.2 The establishment of a new University of California or California State University campus or educational center must take into consideration the impact of a new facility on existing and projected enrollments in the neighboring institutions of its own and of other systems.

9.3 The establishment of a new community college must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new college or in adjacent districts to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.

Other considerations

10. Economic efficiency

10.1 Since it is in the best interests of the State to encourage maximum economy of operation, priority shall be given to proposals for new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied.

10.2 A higher priority shall be given to projects involving intersegmental cooperation, provided the systems or institutions involved can demonstrate a financial savings or programmatic advantage to the State as a result of the cooperative effort.

Appendix B

Membership of the President's Advisory Board
Academy of Entertainment and Technology
Santa Monica Community College District

Andy Ackerman, Senior Vice President of Production, Warner Brothers

Barry Armour, Head of Technical Directors, Lucas Digital/Industrial Light and Magic

John Brooks, Senior Partner, Brooks/Flemming

Don Burkheimer, Senior Vice President, West Coast, Sony Music Entertainment

Helene Hahn, Dreamworks, SKG

Lee Harrington, President, Economic Development Corporation of Los Angeles County

Jaleesa Hazzard, Executive Director, "Yes to Jobs"

Todd Hess, President, Santa Monica Studios and Vision Art Design and Animation

Tim Kittleson, Executive Vice President, American Film Marketing Association

Mikel Pippi, Director of Artist Development, Disney Feature Animation

Steve Schklair, Vice President and General Manager of New Media, Digital Domain

Jan Streimer, Vice President of Human Resources, Castle Rock Entertainment

Ken Williams, Executive Vice President, Sony Pictures Entertainment

Robert Winter, President, Calliope Media

Jeff Zabludoff, Manager of Professional Staffing, Universal/MCA Recreation Services

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In addition, the following companies -- not already listed above -- have agreed to serve as advisory board members or as program participants.

The American Film Marketing Association (AFMA)
Barking Weasel Productions
City of Santa Monica Cultural Affairs
Cloud 9 Interactive
Cyber Studios
Digital Domain
EFX
Entertainment Recruiting Network
Ethan Goldstine, Kadow Company
Fox Children's Television
Geffen Records
Hanna-Barbara Cartoons, Inc.
Imagine Entertainment
Internet Outfitters
KCRW 89.9 FM
MDG
Modern Props
Pacific Ocean Post
Paramount Pictures, Inc.
Twentieth Century Fox
Walt Disney Imagineering
Westwood One, Inc.

Appendix C

COMPUTER GRAPHICS/COMPUTER ANIMATION

Computer animation involves the creation of moving three-dimensional models or characters with highly specialized computer software programs. Successful computer animators blend professional-level artistic and computer programming skills. This program will prepare students for entry-level industry positions such as Resource Assistants, Technical Assistants, Dirt Removal Operators, and Rotoscope Artists and will create career paths to positions as Animators and/or Technical Directors. Students will be admitted to the program through portfolio review, and college-level mathematics skills will be required.

TENTATIVE CURRICULUM

Course	Units	Program
Semester One		
Art 10C, Design (Computer)	3	Art
Art 21A, Drawing III (Life Drawing)	3	Art
Cinema ?, Visual Effects In Film (New course)	3	Communications
Graphic Design 73, Animation Workshop and History	2	Commercial Art
Mathematics ?, Mathematics of Computer Graphics I (New course)	3	Mathematics
Photography 2, Basic Photography Lab Techniques	2	Commercial Photography
Semester Two		
Cinema ?, Film Structure and Vocabulary (New course)	3	Communications
Computer Science 50, C Programming	3	Computer and Information Sciences

Graphic Design 72, Storyboards for Film, Television, and Audiovisuals	2	Commercial Art
Mathematics ?, Mathematics of Computer Grap...cs II (New course)	3	Mathematics
Physics 12, Introductory Physics - Non-Laboratory	3	Physics (General)
Semester Three		
Computer Science 52, C++ Programming	3	Computer and Information Sciences
Graphic Design ?, 3D Computer Graphics I, Compositing/Painting and Rendering (New course)	3	Commercial Art
Graphic Design ?, Computer Animation (New course)	3	Commercial Art
Photography ?, Technical Cinematography (New course)	3	Commercial Photography
Graphic Design 89C, Internship	3	Commercial Art
Semester Four		
Biology ?, Animal/Plant/Human Anatomy (New course)	3	Biological Sciences
Business ?, The Business of Entertainment (New course)	3	Business (General)
Computer Science ?, Networked Environment/UNIX (New course)	3	Computer and Information Sciences
Graphic Design ?, 3D Computer Graphics II, Advanced Modeling/Rendering (New course)	3	Commercial Art
Graphic Design 89C, Internship	3	Commercial Art

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NEW MEDIA/GAMEWORKS

Gameworks is an industry designation that encompasses the fields of CD-ROM graphics and animation, storyboarding, sound design, and Internet/Web gaming. The field is expected to grow significantly as new technology incorporates enhanced motion graphics and sound into these venues. Required professional skills include graphic design and storytelling in both traditional and new media, computer programming and animation, new media storyboarding, motion graphics, interactive media, logic, and gaming. Students will be admitted to the program through portfolio review.

TENTATIVE CURRICULUM

Course	Units	Program
Semester One		
Art 10C, Design (Computer)	3	Art
Art 21A, Drawing III (Life Drawing)	3	Art
Graphic Design 72, Storyboards for Film, Television, and Audiovisuals	2	Commercial Art
Graphic Design 73, Animation Workshop and History	2	Commercial Art
Graphic Design ?, New Media Overview (New course)	3	Commercial Art
Semester Two		
Graphic Design 64, Digital Imaging	3	Commercial Art
Graphic Design ?, Color Theory/Painter (New course)	3	Commercial Art
Graphic Design ?, Architecture of Technology (New course)	3	Commercial Art
Graphic Design ?, Story/Game Design I (New course)	3	Commercial Art

Graphic Design ?, Digital Audio Design I (New course)	3	Commercial Art
Semester Three		
Business ?, The Business of New Media (New course)	3	Business
Graphic Design ?, Story/Game Design II (New course)	3	Commercial Art
Graphic Design ?, Digital Audio Design II (New course)	3	Commercial Art
Graphic Design ?, Video Editing (New course)	3	Commercial Art
Graphic Design 89C, Internship	3	Commercial Art
Semester Four		
Computer Science ?, Networked Environment/UNIX (New course)	3	Computer and Information Sciences
Graphic Design ?, Digital Audio Design III (New course)	3	Commercial Art
Graphic Design ?, Computer Animation (New course)	3	Commercial Art
Graphic Design ?, Video Editing II (New course)	3	Commercial Art
Graphic Design 89C, Internship	3	Commercial Art

ENTERTAINMENT INDUSTRY BUSINESS

Like any major private enterprise, the entertainment industry hires trained business professionals in administrative positions from bookkeeping and accounting to marketing and human resources. However, in addition to basic business knowledge, the industry has a particular need for knowledge in specialized industry areas and wants employees who can adapt to the fast-paced, creative environment. The Academy will offer specialized tracks in entertainment industry corporate and production accounting and human resources management. These will prepare students for entry level employment in the industry. College-level English and mathematics skills will be required for admission to the program.

TENTATIVE CURRICULUM

Course	Units	Program
Semester One		
Accounting 1, Principles of Accounting I	5	Accounting
Business ?, The Business Of Entertainment (New course)	3	Business (General)
Business 31, Business English Fundamentals	3	Business (General)
Mathematics 23, Mathematics for Business and Social Sciences	5	Mathematics
Semester Two		
Accounting 2, Principles of Accounting II	5	Accounting
Business 5, Business Law	3	Business (General)
Business 32, Business Communications	3	Business (General)
Computer Information Systems 4, Introduction to Computers with Business Applications	3	Computer and Information Sciences

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Semester Three		
Business 62, Human Relations in Business	3	Business Management
Business ?, Entertainment Business Law (New course)	3	Business (General)
Human Resources Focus:		
Business 65, Management Principles	3	Business Management
Business ?, Entertainment Business Administration (New course)	3	Business Management
Business 89C, Internship	3	Business (General)
Accounting Focus:		
Accounting ?, Corporate Accounting (New course)	5	Accounting
Accounting 89C, Internship	3	Accounting
Semester Four		
Business 72, Organizational Management and Leadership	3	Business Management
Human Resources Focus:		
Business 67, Business Strategies	3	Business Management
Business 79, Bargaining and Negotiations	3	Business Management
Business ?, Entertainment Business Human Resources Administration (New course)	3	Business Management
Business 89C, Internship	3	Business (General)
Accounting Focus:		
Accounting ?, Production Accounting (New course)	5	Accounting
Business 65, Management Principles	3	Business Management
Accounting 89C, Internship	3	Accounting

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THEME PARK OPERATIONS MANAGEMENT

Operations management involves the business side of theme parks—marketing, ticket sales, food and retail, transportation, customer service, physical plant maintenance, public relations, ride and show operations, human resources, payroll, and crowd control and safety. Required skills include basic business principles and accounting, computer proficiency, communication skills, management and supervision skills, and knowledge of the industry. College-level English and mathematics skills will be required for admission to the program.

Tentative Curriculum

Course	Units	Program
Semester One		
Accounting 1, Principles of Accounting I	5	Accounting
Business ?, The Business of Theme Parks (New course)	3	Business (General)
Business 31, Business English Fundamentals	3	Business (General)
Mathematics 23, Mathematics for Business and Social Sciences	5	Mathematics
Semester Two		
Accounting 2, Principles of Accounting II	5	Accounting
Business 20, Principles of Marketing	3	Business (General)
Business 32, Business Communications	3	Business (General)
Computer Information Systems 4, Introduction to Computers with Business Applications	3	Computer and Information Sciences
Semester Three		
Business 21, Merchandising Principles	3	Business (General)

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Business 62, Human Relations in Business	3	Business Management
Business ?, Theme Park Management and Operations I (New course)	3	Business Management
Computer Information Systems 35, Computer Accounting	3	Computer and Information Sciences
Business 89C, Internship	3	Business (General)
Semester Four		
Business 23, Principles of Selling	3	Business (General)
Business 65, Management Principles	3	Business (General)
Business 72, Organizational Management and Leadership	3	Business Management
Business ?, Theme Park Management and Operations II (New course)	3	Business Management
Business 89C, Internship	3	Business (General)

Appendix D

CALIFORNIA STATE UNIVERSITY
NORTHRIDGE

Office of the President

February 27, 1997

Dr. Rocky Young
Vice President, Planning and Development
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405

Dear Dr. Young:

Thank you very much for sharing your proposal for the Santa Monica College Academy for Entertainment & Technology. Given the growing importance of technology and the entertainment industry to Southern California's economy, we commend Santa Monica College's efforts to meet the demands of students and the work place.

We have reviewed the proposal and do not anticipate any negative impact on any of our current educational programs in the media technology educational programs planned at the Academy. Indeed, we look forward to continuing to work with SMC on a collegial basis to meet the needs of Southern California students, communities and industry.

We appreciate the opportunity to comment on your program plans and wish you well as you move forward in its implementation.

Sincerely,

Blenda J. Wilson
President

BJW/rr

cc: Dr. Piedad Robertson, President, Santa Monica College
Dr. Louanne Kennedy, Provost and Vice President for Academic Affairs, California State University, Northridge

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18111 Nordhoff St. · Northridge · California · 91330-8230 · phone (818) 677-2121 · fax (818) 677-2254 · e-mail blenda.wilson@csun.edu

EDUCATIONAL SERVICES

Victoria Muñoz Richart
Interim Vice Chancellor

LOS ANGELES COMMUNITY COLLEGES
770 Wilshire Boulevard
Los Angeles, California 90017-3896
(213) 891-2279 • Fax (213) 891-2278

February 26, 1997

Dr. Piedad F. Robertson
Superintendent and President
Santa Monica City College
1900 Pico Blvd.
Santa Monica, CA 90405-1628

Dear Dr. Robertson:

I am responding to your request to assess the potential impact of the creation of Santa Monica City College's new educational center which will offer training and retraining of the multi-media workers in the new media-entertainment industry. Several of the colleges, if not all, within the Los Angeles Community College District are currently engaged in the development of multi-media entertainment curriculum. I understand the California Postsecondary Commission's request for information as to the impact of your center on neighboring districts, however, a one week notice to respond is not sufficient for our District. The nine colleges in the Los Angeles Community College District have a stake in this industry and they will need to assess the impact with an expanded timeline.

The Los Angeles Community College District will to respond to your request in the near future.

Sincerely,

Victoria Muñoz Richart

Victoria Muñoz Richart

c Bill Segura, Chancellor
Rocky Young, Vice President SMCC
Cabinet, LACCD

297piedad

Glendale Community College

Dr. John A. Davitt
Superintendent/President

BOARD OF TRUSTEES
Mary N. Hamilton
Robert K. Holmes
Philip C. Kazanjian
Dr. Martin Z. Pilgreen
Dr. Kenneth N. Sweetnam

November 8, 1996

Dr. Piedad F. Robertson, Superintendent/President
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405-1628

Dear Dr. Robertson:

I am writing this letter in support for the Academy of Entertainment and Technology. Glendale Community College is currently collaborating with Santa Monica College to support the Academy of Entertainment and Technology, working jointly to prepare students for this industry. We support the following joint activities by the two colleges:

- the forming of a consortium that would cooperate on grant proposals and training activities.
- sharing curricula related to entertainment industry efforts.
- forming a common advisory committee.
- forming curriculum development teams made up of faculty from each college.
- providing mutual support for grant proposals related to college-specific areas of interest.

We are also exploring with Santa Monica College other possible partnerships in collaboration to address the needs of the Entertainment industry and will be working on the following items.

- providing a student-friendly mechanism for concurrent enrollment in the two colleges.
- maintaining financial aid eligibility for students enrolled at both colleges.
- agreeing on regionalization of specific programs.
- establishing membership of the advisory committee.

We at Glendale College are excited to be working with Santa Monica College. We look forward to a long and fruitful relationship. Thank you again.

Sincerely,

John A. Davitt (sm)

John A. Davitt, Ed.D.
Superintendent/President
g

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1500 North Verdugo Road, Glendale, CA 91208-2894 • (818) 240-1000 • FAX (818) 549-9436

Office of the President

February 27, 1997

Mr. Rocky Young
Vice President, Planning and Development
Santa Monica College
1900 Pico Boulevard
Santa Monica, California 90405

Dear Rocky:

Loyola Marymount University has reviewed the new media technology educational programs planned for the Santa Monica College Academy for Entertainment & Technology and does not foresee any deleterious impact on any of our current educational programs.

On the contrary, we look forward to continuing to work with SMC on a collegial basis to meet the needs of Southern California students, communities and industry.

We appreciate the opportunity to comment on your program plans and wish you well as you move forward.

Yours sincerely,

Thomas P. O'Malley, S.J.
President

TPOM:jd

Loyola Marymount University
Los Angeles, California 90045 (310) 338-2775

Art Center College of Design 1700 Lida Street Post Office Box 7167 Pasadena, California 91103-7167

Art Center

Phone 818 396 2200 Fax 818 405 9104

Rocky Young
Vice President, Planning and Development
Santa Monica College
1900 Pico Boulevard
Santa Monica, California 90405

February 27, 1997

Dear Mr. Young:

Art Center College of Design has reviewed the new media technology educational programs planned for the Santa Monica Academy for Entertainment & Technology. To the extent that such programs are envisioned as technical training programs rather than the more comprehensive college programs, the Santa Monica curriculum would not be directly in competition with the programs we offer in similar disciplines. While some potential students might opt for the less expensive Santa Monica classes as an alternative to Art Center, it is equally plausible that upon completing the two-year junior college program, they might seek to complete a bachelor's degree program at Art Center or one of the other four-year schools of art and design. On balance, we do not foresee any deleterious impact on any of our current educational programs.

On the contrary, we look forward to continuing to work with SMC on a collegial basis to meet the needs of Southern California students, communities and industry.

We appreciate the opportunity to comment on your program plans and wish you well as you move forward.

Sincerely,

Linda Norlen
Senior Vice President, Education

CALifornia Institute
of the ARTS

24700 McBean Parkway, Valencia, California 91355-2397
805-253-7820
Fax 805-254-8197

February 24, 1997

Rocky Young
Vice President, Planning and Development
Santa Monica College
1900 Pico Boulevard
Santa Monica, California 90405

Dear Rocky:

California Institute of the Arts has reviewed the new media technology educational programs planned for the Santa Monica College Academy for Entertainment & Technology and does not foresee any deleterious impact on any of our current educational programs.

On the contrary, we look forward to continuing to work with SMC on a collegial basis to meet the needs of Southern California students, communities and industry. It is to the benefit of all of us to see the entertainment business grow and prosper in Southern California.

We appreciate the opportunity to comment on your program plans and wish you well as you move forward.

Sincerely yours,

Steven D. Lavine
President

SDL/jsm

OTIS COLLEGE OF ART AND DESIGN
9045 LINCOLN BLVD. WESTCHESTER, CA 90045
PRESIDENT'S OFFICE TEL 310.665.6916

February 28, 1997

Post-it® Fax Note 7671 | Date 2/28/97 | # of pages ▶ 1
To Piedad Robertson | From Neil Hoffman
Co./Dept. | Co.
Phone # [illegible] | Phone # 665-6935
Fax # 450-2387 | Fax # 215-3886

Dr. Piedad Robertson
Superintendent and President
Santa Monica College
1900 Boulevard
Santa Monica, CA 90405-1628

Dear Dr. Robertson:

I am responding to your letter to Vice President Salmon requesting comment on the new proposed educational center for technical training and retraining of multi-media workers in new media and entertainment. For your information, the College of Art & Design has implemented a Digital Media Program in collaboration with the American Film Institute. The first degree candidates and special programs for professionals will begin this summer, 1997.

On the surface, it would appear that the program being proposed by Santa Monica College is a duplication of our efforts. However it is my understanding that there is such a need for qualified personnel in this field, that I would prefer to approach this duplication from the vantage point of cooperation rather than competition, i.e., perhaps we could create an articulation agreement so that your graduates could complete a Bachelor's degree at Otis.

We have no plans nor do I anticipate any efforts to create a theme park design program. In fact, I believe this is an area of great need that would be well served by Santa Monica College. It is in this spirit that I am supportive of your efforts and extend an offer to cooperate.

If I may be of further assistance, do not hesitate to contact me.

Sincerely,

Neil Hoffman
President

NH:ls

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CULVER CITY HIGH SCHOOL

U.S. BLUE RIBBON SCHOOL
CALIFORNIA DISTINGUISHED SCHOOL

4401 ELENDA STREET, CULVER CITY, CALIFORNIA 90230
TEL (310) 842-4200 • FAX (310) 842-4303

November 6, 1996

To Whom It May Concern,

I am writing this letter in support of Santa Monica College's application for designation as a State Community College Educational Center. Culver City High School has enjoyed a long history of collaboration with the Santa Monica College. We expect this relationship to continue and strengthen as their new Academy of Entertainment and Technology expands.

This past year Culver City High School on conjunction with Sony Studios started it's own Academy of Art and Entertainment. We have thirty students in the program who are studying video production, drama and art. There are about one hundred students who are ready to enter the program this year. In addition to the academy we are offering classes in beginning and advanced video, beginning and advanced drama, as well as beginning and advanced art.

Our students will have the skills to enter Santa Monica College's Academy and they should be well prepared to enter the industry. We are excited about the possibility of Santa Monica becoming a State Educational Center and this should help both of our institutions. We fully support their request to the Board of Governors of the California Community College and hope that it will be accepted.

Thank you for consideration in this matter.

Sincerely yours,

Marvin Brown,
Principal

LOS ANGELES UNIFIED SCHOOL DISTRICT

Hollywood High School—Career Academy

1521 NORTH HIGHLAND AVENUE, HOLLYWOOD, CALIFORNIA 90028

TELEPHONE: (213) 461-3891, EXT. 404
FAX: (213) 461-0409

SIDNEY A. THOMPSON
Superintendent of Schools

DR. JEANNE E. HON
Principal

ABBE SHORR
Coordinator-Resource Teacher

CHARTER PARTNERS:

HOLLYWOOD CHAMBER OF COMMERCE
LEIGH GUBLER, EXECUTIVE DIRECTOR

CHARLIE CHAN PRINTING
CHARLIE CHAN, PRESIDENT
SUE WELSH, DIRECTOR OF MARKETING

PARAMOUNT PICTURES, PARAMOUNT STUDIOS GROUP
EARL LESTZ, PRESIDENT
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DR. LEONARD BRITTON, EDUCATOR

EASTMAN KODAK

HOLLYWOOD LIONS CLUB

HOLLYWOOD ROOSEVELT HOTEL

HOLLYWOOD YMCA

MCDONNELL DOUGLAS AEROSPACE

MCNAMARA, INC.

NBC BURBANK

NORTHROP GRUMMAN CORPORATION

Bill Shade
Vice President, Planning & Development
Santa Monica College
1900 Pico Blvd.
Santa Monica, CA 90405-1628

November 6, 1996

Dear Mr. Shade:

Hollywood High School has established a program in partnership with Hollywood Community industry and businesses to develop student skills in preparation for entry into the new media technology industry and the Santa Monica College Academy of Entertainment and Technology. The program, the Hollywood High School Career Academy in Media, Communications and Technology, has been in existence for four years, with the strong support of the Los Angeles Unified School District, the School Board, local government representatives, and large and small businesses, including Paramount Pictures, Universal Studios Hollywood, the Hollywood Chamber of Commerce, Charlie Chan Printing, and other key representatives of the Hollywood High School community.

We have recently been in collaboration with Santa Monica College, Pacific Palisades High School, the Friedman Occupational Center, the Alliance of Motion Picture and Television Producers, and Workforce LA to expand our interaction with the entertainment industry in order to provide more extensive opportunities for our graduates to enter industry or continue education leading to meaningful employment in the industry. We see this innovative collaboration as one of the most significant innovations in education reform of this era

We strongly support the designation of Santa Monica College as a State Community Educational Center to further strengthen the ongoing movement toward effective community educational improvement in Southern California

Sincerely,

Dr. Jeanne E. Hon
Principal, Hollywood High School

Abbe A. Shorr
Coordinator, Career Academy

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LOS ANGELES UNIFIED SCHOOL DISTRICT

SIDNEY A. THOMPSON
Superintendent of Schools

Palisades Charter High School

15777 Bowdoin Street
Pacific Palisades, CA 90272
Telephone: (310) 454-0611

MERLE PRICE
Principal

November 6, 1996

Bill Shade , Vice President, Planning and Development
Santa Monica College
Santa Monica, CA 90405-1628

Dear Mr. Shade :

I am pleased to write a letter of support for Santa Monica College's request for designation of the new Academy of Entertainment and Technology as a State Community College Educational Center. We are developing a high school Entertainment Academy and we are looking forward to collaborating with Santa Monica College.

As you know we are developing student skills in technology, animation, video production along with development of academic skills in mathematics, science, and language arts. Our students work on projects in interdisciplinary teams that foster critical thinking skills. We look forward to working out a process whereby our students can matriculate to the SMC Academy of Entertainment and Technology.

The Palisades Charter High School community is enthusiastic in support of the Santa Monica College Academy of Entertainment and Technology.

Sincerely,

Merle Price
Principal

The mission of Palisades Charter High School is to educate our diverse student body by developing their skills and talents to help them make a positive contribution in our global society.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Venice High School
13000 VENICE BOULEVARD, LOS ANGELES, CA 90066
TELEPHONE: (310)306-7981 FAX: (310)306-3249

SIDNEY A. THOMPSON
Superintendent of Schools
CAROL DODD
Cluster Leader
J. LLOYD 'BUD' JACOBS
Principal

November 7, 1996

Bill Shade
Vice President
Planning and Development
Santa Monica College

Dear Bill Shade,

Venice High School supports the new Santa Monica College Academy of Entertainment and Technology. As a neighboring high school that feeds hundreds of students into the college each year, we see this new academy providing an excellent academic opportunity for our students as well as an excellent opportunity to prepare them for careers in an industry very prevalent in our area.

Venice High School works very closely with Santa Monica College on several articulation programs. Our Prep Tech agreements link our business and automotive students together in a unique relationship that recognizes the studies on each campur and leads to higher education pursuits for many of our young people. We meet on an ongoing basis to expand our ties and we will continue communication regarding programs at the college, that can be extended down to the high school. Tomorrow, seven of the college;s teachers will be vistiing our Foreign Language Lab and discussions linking the arts and entertainment Academy have alfready taken place. We will continue to discuss ways to develop student skills in mathematics and art that would lend themselves perfectly to the new academy.

The sutdents, staff and parents at Venice High School are very committed to the school-to-career emphasis in the high school curriculum, and the development of the job market that exists in Southern California and the powerful impact the entertainment industry has on careers in this area, we enthusiastically support SMC's Academy efforts.

We look forward to development of the Academy and Venice High School's participation for years to come.

Sincerely,

Bud Jacobs, Principal

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of June 1997, the Commissioners representing the general public are:

Jeff Marston, San Diego; *Chair*
Guillermo Rodriguez, Jr., San Francisco; *Vice Chair*
Mim Andelson, Los Angeles
Henry Der, San Francisco
Lance Izumi, San Francisco
Kyo "Paul" Jhin, Malibu
Bernard Luskin, Encino
Melinda G. Wilson, Torrance
Vacant

Representatives of the segments are:

Kyhl Smeby, Pasadena; appointed by the Governor to represent the Association of Independent California Colleges and Universities;

Joe Dolphin, San Diego; appointed by the Board of Governors of the California Community Colleges;

Gerti Thomas, Albany; appointed by the California State Board of Education;

Ralph Pesqueira, San Diego; appointed by the Trustees of the California State University;

Frank R. Martinez, San Luis Obispo; appointed by the Council for Private Postsecondary and Vocational Education; and

David S. Lee, Santa Clara; appointed by the Regents of the University of California.

The two student representatives are:

Stephen R. McShane, San Luis Obispo
John E. Stratman, Jr., Orange

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of Executive Director Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938; telephone (916) 445-7933.

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A REVIEW OF THE PROPOSED ACADEMY OF ENTERTAINMENT AND TECHNOLOGY -- An Educational Center of the Santa Monica Community College District

Commission Report 97-4

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Summaries of these reports are available on the Internet at http://www.cpec.ca.gov. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

1996

96-7 *Fiscal Profiles, 1996: The Sixth in a Series of Factbooks About the Financing of California Higher Education* (September 1996)

96-8 *Student Profiles, 1996: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (October 1996)

96-9 *Project ASSIST (Articulation System Stimulating Interinstitutional Student Transfer): Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group* (December 1996)

96-10 *Performance Indicators of California Higher Education, 1996: The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (December 1996)

96-11 *Progress Report on the Effectiveness of Collaborative Student Academic Development Programs: A Report of the California Postsecondary Education Commission* (December 1996)

1997

97-1 *Coming of [Information] Age in California Higher Education: A Survey of Technology Initiatives and Policy Issues* (February 1997)

97-2 *Faculty Salaries at California's Public Universities, 1997-98: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965)* (April 1997)

97-3 *A Review of the Proposed Watsonville Center -- An Educational Center of the Cabrillo Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1997)

97-4 *A Review of the Proposed Academy of Entertainment and Technology -- An Educational Center of the Santa Monica Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1997)

97-5 *A Review of the Proposed North County Center in Paso Robles -- An Educational Center of the San Luis Obispo County Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1997)